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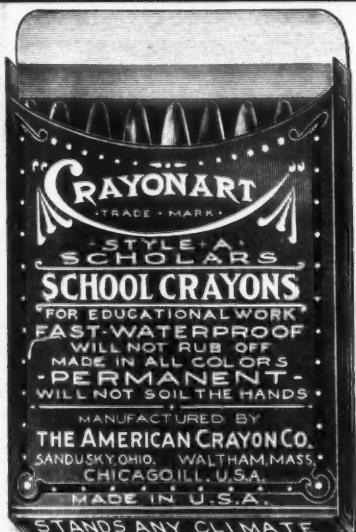
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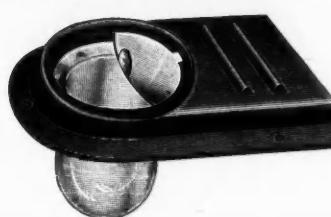
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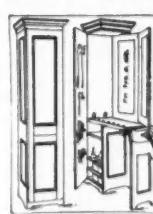


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Holmes' Poems.—Edited by J. H. Castleman, A. M., McKinley high school, St. Louis, Mo. 16mo, cloth, 307 pages, 25 cents net. The Macmillan Company, New York.

Methods in Teaching.—Being the Stockton Methods in Elementary schools. By Rosa V. Winterburn, formerly supervisor of English and history in the Stockton city schools. Including a chapter on nature study by Edward Hughes. Price, \$1.25 net. The Macmillan Co., New York.

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The Rational Method in Primary Writing.—By J. H. Bachtenkircher, supervisor of writing in the public schools of Evansville, Ind.

Wellcome's Photographic Exposure Record and Diary.—Burroughs, Wellcome & Co., London (Eng.), New York, Montreal, Sydney and Cape Town. Price in New York, 50 cents.

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Essential Studies in English.—Book I., language; book II., grammar and composition. Carolyn M. Robbins, training teacher, State Normal School, Mankato, Minn., and Robert Keable Row. 290 pages. Row, Peterson & Co., Chicago.

Individual Training in Our Colleges.—By

Clarence F. Birdseye. 407 pages. The Macmillan Co., New York.

Plant-Breeding.—Comments on the experiments of Nilsson & Burbank. By Hugo De Vries, University of Amsterdam. 360 pages. The Open Court Publishing Co., Chicago.

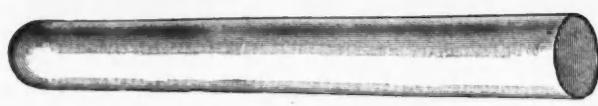
The Birth of the Nation. By Mrs. Roger A. Pryor. Illustrations by William De Leftwich Dodge. The Macmillan Co., New York.

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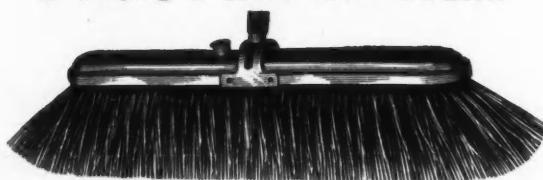
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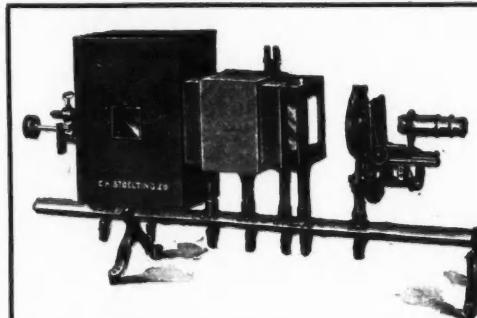
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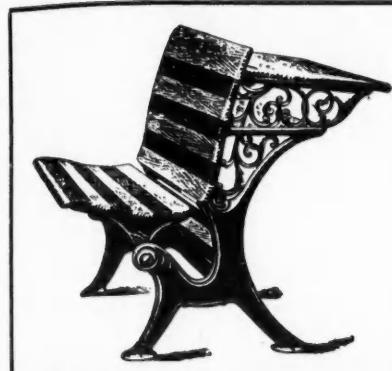
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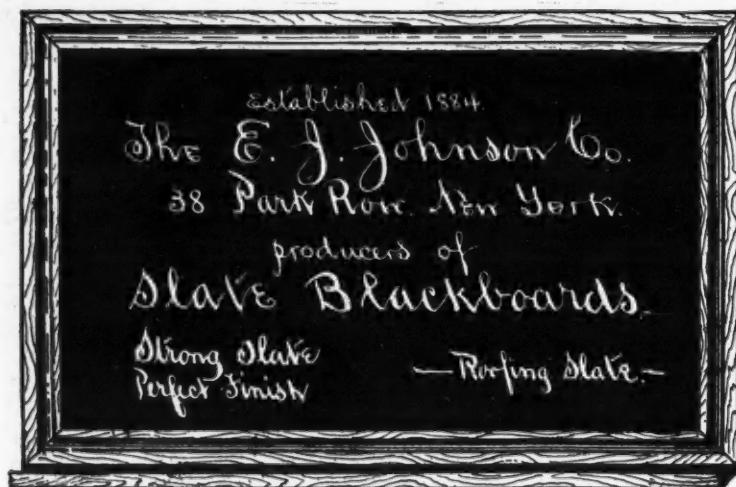
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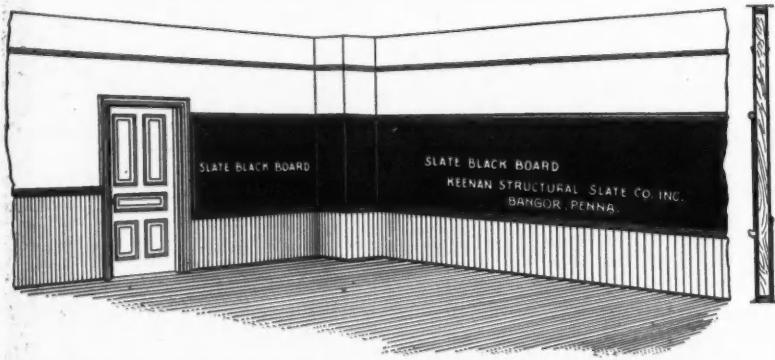
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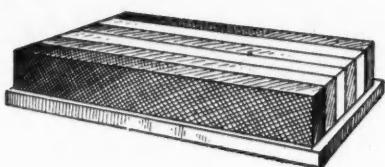
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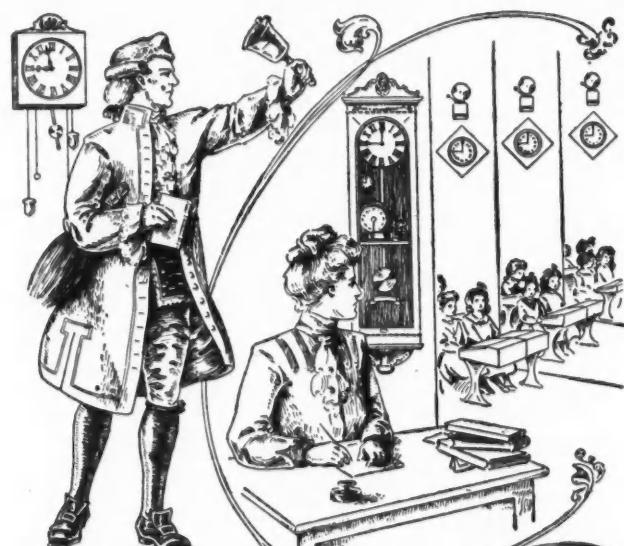
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School Board Journal

Exemption from Taxation.

Const. P. 183 provides that the exemption of educational institutions from taxation conferred by subsection "d" shall not apply to any industrial school, individual or corporate, not the property of the state, which does work for compensation, or manufactures and sells articles in the community in which such school is located, provided, that the school may do work for or sell its own products or any other articles to any of its students or employes. Held, that such section did not prohibit an agricultural institute from selling its surplus agricultural products, such as milk, butter and eggs, without losing its exemption.—Commonwealth v. Trustees of Hampton Normal and Agricultural Institute, Va., 1907.

Appointment Unconstitutional.

Sp. Law 1883, in so far as it requires the judges of the district court of Ramsey county to appoint the members of the board of control of such county, is unconstitutional, because imposing on the judiciary duties belonging to another department of the government.—State v. Brill, Minn., 1907.

Depository Not Public Service.

A foreign corporation engaged in the publication of school books, having obtained a contract from the state text-book commission to furnish all the school books of the state, as provided by acts 1899, and having contracted with a dealer within the state to establish depots for the sale of school books in the state, was not a public agency of the state, endowed with governmental or public functions, and was, therefore, not exempt from taxation, under acts 1903, exempting all property of the state, etc., used exclusively for public purposes.—American Book Co. v. Shelton, Tenn., 1907.

Separate Schools Illegal.

Chapter 227, laws of 1899, is a special act which by its terms makes full provisions for the government of the public schools of the city of Wichita, a city of the first-class. It renders all other provisions of the statute relating to public schools inapplicable to the public schools of Wichita, and it has not been amended or repealed and does not authorize the maintenance of separate schools for the education of white and colored children. In the absence of statutory authority the board of education of the city of Wichita has no right to exclude a child by reason only of its color, from any public school of the city.—Rowles v. School Board, Kans., 1907.

LEGAL.

Indianapolis, Ind. State Supt. Fasset A. Cotton has ruled that the law is imperative in requiring township trustees to abandon all the small schools in the townships. He states that the act provides "that the township trustees shall discontinue and abandon all schools under their charge where the daily attendance during the last preceding school year has been twelve or lower; provided, the condition as to roads, streams and bridges permit of such discontinuance."

Illinois. Judge Creighton of the Circuit Court at Springfield, Ill., has rendered the opinion that county superintendents must receive the flat salary stipulated by the revised laws of 1905 and cannot file the \$1 a day expense fee while visiting schools. The judge has decided that the act of 1905 was a revision of the school law and not an amendment.

Superior, Wis. That school teachers may be homesteaders, is a decision recently handed down by the interior department at Washington to Miss Harriet Field. Miss Field teaches in Minneapolis and a contest filed on her claim was made principally on the ground that a school teacher could not be on a claim long enough to be a bona fide homesteader. The department holds that actual presence is not



RECENT DECISIONS.

Appellate Jurisdiction.

School Code, Section 2773, declares that the **board** of directors of a school corporation may fix sites for schoolhouses. Section 2818 provides for an appeal to the county superintendent, and section 2820 for an appeal from the county superintendent, whose decision shall be final. An election having been held to determine the choice between two sites for a schoolhouse, and the board having confirmed the selection made, an appeal was taken to the county superintendent, who reversed the action of the board and suggested a site which, while differing in some respects from the site not chosen at the election, included a part of it. On appeal to the state superintendent, the county superintendent was sustained, with some changes as to drainage and the opening of adjacent streets. Held, in a mandamus proceeding, that the action of the county superintendent and of the state superintendent were without authority, neither being an exercise of appellate jurisdiction, and that the board of school directors were not bound thereby.—Doubet v. Board of Directors of Independent Dist. of Clearfield, Taylor County, Iowa, 1907.

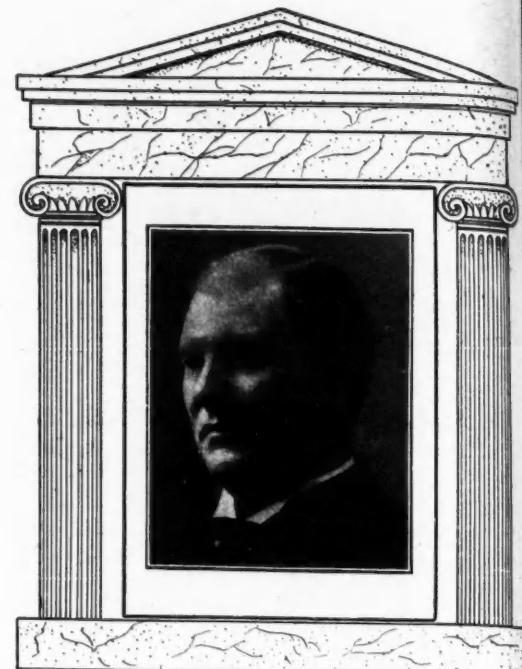
Bible in Schools.

The laws of the state neither require nor forbid the use of the Bible in the public schools, and the court will not declare its use unlawful, simply because there is apprehension that the school authorities may abuse its use by attempting to teach a sectarian view.—Church v. Bullock, Texas, 1907.

The holding of morning exercises in the public schools, consisting of the reading by the teacher, without comment, of nonsectarian extracts from the Bible, King James' version, and by repeating the Lord's Prayer and the singing of appropriate songs, in which the pupils are invited but not required to join, does not constitute the public schools a place of worship, nor render them sectarian, nor convert them into a religious seminary, within Const. article 1, P. 6, 7, and article 7, P. 5, providing that no one shall be compelled to attend or support any place of worship, and that no money shall be appropriated from the treasury for the benefit of any religious society or for the support of any sectarian school.—Church v. Bullock, Tex., 1907.

Attendance and Vaccination.

Rev. Laws, c. 42, p. 27, gives the school committee of a town general charge and superintendence of all public schools. Chapter 44, P. 3, gives children the right to attend the public schools, subject to such reasonable regulations as to the qualifications of pupils and other school matters as the school committee shall from time to time prescribe. Section 6 provides that a child who has not been vaccinated shall not be admitted to a public school, except on presentation of a certificate signed by a regular physician that he is not a fit subject for vaccination. During an epidemic of smallpox a school committee enacted a regulation excluding from attendance all unvaccinated children. Held, that the town was not liable for excluding a pupil under such regulations, though she presented a certificate that she was not a fit subject for vaccination, as the exception contained in section 6 has no application when there is particular reason to apprehend danger from an epidemic of smallpox.—Hammond v. Town of Hyde Park, Mass., 1907.



DR. W. O. THOMPSON
Columbus, O.

President-elect, Department of School Administra-tion. N. E. A.

so necessary in such cases as evidence of intention and following of the spirit of the law.

Omaha, Neb. The board of education has been officially advised that school money can be used to enforce the child labor law only so far as it contributes toward compulsory school attendance for the education of the child, because school funds are impressed with a specific trust. Thus the enforcement of the child labor law during the summer vacation is discouraged. The board of education unanimously concurred with the opinion.

Segregated schools for negroes and Mongolians are not recognized by the laws of the state of Ohio. This was the opinion rendered by the Attorney General when recently questioned.

Olympia, Wash. Assistant Attorney General Macdonald has advised the state superintendent of schools that under the new law it is discretionary with the city school superintendent in cities employing one hundred teachers, as to whether a city institute shall be held. The assistant attorney general has also stated that under the new law the powers of city and county superintendents are identical.



Answered.

Teacher Tourist—Can all the residents in these parts read and write?

Old Resident—Truth they can. Every mother's son of them.

Teacher Tourist—Have you no ignoramuses amongst you?

Old Resident—Never a one.

Teacher Tourist—Do you know the meaning of the word ignoramus?

Old Resident—I do.

Teacher Tourist—What is it?

Old Resident—A stranger like yourself.

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THE BASIS

OF

GRADING TEACHERS' SALARIES

By EDWIN G. COOLEY, Superintendent of Schools, Chicago, Ill.

My topic is likely to be an unpopular one. It is associated in the minds of some with low salaries, and increased demands upon the teacher. There is no such association in my mind. On the contrary, I believe the profession and the schools are suffering financially and otherwise, from the competition of the incompetent teacher.

Every one who has thought about the salary question, recognizes that the competent teacher is underpaid, whether we consider the value of her services to the community, or whether we compare the demands made upon her with those made upon other members of society. The teachers have not fairly shared in the prosperity which has seemed to overwhelm the country. She has been compelled to pay twenty per cent more for what she buys, while receiving perhaps a ten per cent advance in salary. In some large and flourishing communities, it cannot be said that her salary has really advanced at all during the last ten years.

No relief,—complete relief,—can come to the teacher without increased revenues. It is unwise, as well as unfair, to dispute or ignore this. We can, however, ask the question as to whether it is not possible to distribute the sum available for teachers in such a way as reward, and reward the faithful and efficient, as well as to arouse or drive out the incompetent. Their competition degrades and demoralizes the profession.

The Basis for Remuneration.

There is some confusion in the minds of civilized men today as to what is the proper basis on which to estimate the remuneration granted for services rendered. There have been attempts made to justify the giving of an equal share to each man, regardless of the value of the services rendered. This method has little to recommend it except its simplicity. Sometimes it has been proposed to reward each man according to his wants, although no one has ever been able to describe a common measure which we might safely use in comparing the wants of different members of society. Sometimes it has been proposed to reward each man according to his labor. This requires some common measure by means of which we may estimate and compare the exertions made by the workers, but universal commensurability of exertion is only a dream of the communist.

If we follow the suggestions of some economic writers and use time spent in labor as our common measure, we fall into absurdities. It is difficult to estimate exertion, pleasure or pain by the clock. "The Procrustean bed of time would distend and mutilate labor, and all liberty and equality would breathe its last upon it." Under a scheme of this sort, idleness would grow apace and productivity disappear. If twice the reward were given for taking double the time for doing a piece of work the main motive for efficiency would die. Mankind seems on the whole compelled to act on the principle of distribution that each member of society shall be remunerated in proportion to the value of his services.

Efficiency the Test.

It seems fair to consider the question of teachers' salaries and promotion from the stand-

point of services rendered the community, from the standpoint of the efficiency of the teacher. If the schools are to be carried on in the interest of the rising generation; if the welfare of the children in them is the fundamental consideration, we must be governed in fixing teachers' salaries by estimates of the value of the services rendered by them. Any consideration is invalid except in so far as it affects efficiency. An increase of salary based upon length of service only, can be defended successfully so far as it can be shown that length of service conduces to greater efficiency in the work of the school room. Differences of salary based on sex can be defended only by showing that sex is a factor that of itself makes a man or woman more or less efficient as a teacher. Increases of salary based upon zeal, scholarship and student like habits must alike be tested by this criterion of efficiency.

It is believed that a teacher in a good school will increase in efficiency for four or five years, even if she relies on her school room experience for information and inspiration, but it is doubtful whether this increase will continue over a longer period unless the teacher is induced in some manner to study and prepare herself for better work. Unless she does this, the chances are that before the end of the decade, a decline in efficiency will set in which will proceed steadily as the years go by.

A schedule of salaries, then, may include a lower group, making provision for yearly advances covering a period of four or five years. At the end of this time, if the teacher does not give evidences of continuous increase in efficiency, in professional zeal, and in student-like habits, she should be stopped. No teacher should be allowed to advance in salary after she ceases to advance in efficiency.

Professional Growth.

The efficiency of the teacher as shown in her daily school room work, is the first consideration to be taken into account. The second element, her intellectual and professional growth, as shown by her outside study and interest in her profession, is subsidiary to her school room efficiency. They are, however, so closely related to each other that it is proper to consider both as estimating the fairness of the demands of the teacher for promotion. If she cannot, and will not meet these demands, there is no valid reason, considering the question from the standpoint of the interests of the children, for promoting her and paying her a better salary. Teachers should not be encouraged to get into our school system and then let the clock work.

Scholarship and habits of study are factors that must be considered in estimating the efficiency of a teacher. No teacher who is not a student can long remain really efficient. If a teacher wishes to impart a piece of knowledge, she must, as Fitch says, not only have appropriated it herself, but she must have gone beyond it and around it. She must see it in relation to other facts and truths. She must know from what it originated and to what it is intended to lead. She must have an ample margin in reserve for dealing with unexpected questions and unexpected difficulties.

The teacher must study educational processes

and educational philosophy and methods; her study cannot cease with her preparation for entering her profession, but must be life long. She must not lose her sympathy with the learner,—a sympathy that she can retain only by continuing to be a learner herself. It is only in this way that she can avoid the depressing effect of constant association with immature minds and ideas. It is true that many good students of books are poor teachers and something more is required of a teacher than ability to absorb book knowledge. Still, the chances are extremely large that one who is a student and who has learned to use her mind in a systematic way will be a better guide for other students than the mere empiric.

Efficiency First; Growth Second.

It is, however, very important to estimate the relative value of school room efficiency and advance in scholarship and professional zeal in such a way that they may not counteract each other. The teacher should not become so interested in academic study that she will forget her main business, which is the work of the school room. The teacher may use up too much energy in carrying on outside study to the detriment of health, as well as school room work. We must, therefore, in presenting any scheme for promotion, be careful not to emphasize mere academic scholarship too much.

In making up an estimate of a teacher's fitness for promotion, school room efficiency should count for more than her academic study. We must arrange to put a constant premium on keeping up the work of the school room for which the teacher is employed. Experience has shown that this is no imaginary difficulty. At the same time, we ought to offer some inducement to keep the teacher from mistaking purely mechanical efficiency in handling a school room, mere control of pedagogic devices,—for real pedagogical power and spiritual growth. An estimate based upon school room work merely tends to over-emphasize this element in teaching efficiency.

How Judge a Teacher?

The problems of estimating school room efficiency, intellectual growth and scholarly zeal, present serious difficulties to the supervisor. In making the estimate of school room efficiency, we must endeavor to provide a system of recording efficiency that will be fair to the teacher, fair to the children, and not a perfect nightmare to the principal or other administrative officers responsible for making it. Sometimes this estimate has been made in percentages by the principal, supervisor and district superintendent. It is difficult to protect the schools under this arrangement on account of the inclination of supervising officers to escape trouble by boosting the marks.

According to the Brooklyn Eagle a few years ago, the marks of over ninety per cent of the teachers in Brooklyn were over ninety per cent. In Chicago, at the end of five years, in marking for promotion, it was found that ninety-six and a fraction per cent of the teachers were marked so high as to entitle them to promotion. It is evident that these estimates had ceased to properly discriminate between the degrees of efficiency of the teachers. In 1906 the

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board of education passed a rule requiring principals to mark all teachers as either "efficient" or "inefficient," thinking that this simpler estimate would result in greater fairness to all concerned. Under this arrangement, after two trials, it appears that over ninety-nine per cent were marked efficient and entitled to promotion. We found ourselves back where we began, with a flat rate for everybody or with the clock doing the work. The rule has been abandoned and some modification of the percentage marking will again be employed.

There have been many propositions for organizing supervisory boards to make this estimate of efficiency. It has been proposed to have a commission composed of educational experts who were not directly concerned in the supervision of schools who should visit the school rooms and pass upon the efficiency of the teachers. This would relieve the principal of responsibility, but the estimates of the work of teachers made under such conditions would be worth little. Such commissions could not appreciate the conditions under which the work was done, and no teacher, under such inspection, would be at her best. Then, too, it would separate the administrative work, the school into parts, would set up divergent standards, and reduce the principal to mere clerk. In my opinion, the only person who can safely be entrusted with this estimate is the principal of the school who is on the ground and knows the facts. Even he must be placed under restrictions, and it must always be possible to appeal from his decision. It must always be possible to protect the teacher against favoritism and inefficient supervision. The problem is difficult, and many of our superintendents will prefer to permit teachers to advance on length of service only, rather than attempt to estimate their school room efficiency.

The Value of Examinations.

On the other hand, the problem of passing on academic advance, or intellectual growth, is not a simple one. You may use an examination. If you do, you will quickly discover the limitations of such a test in estimating efficiency or growth. Every teacher recognizes that many things cannot be determined by an examination. Every one recognizes that it is not an entirely satisfactory agent for selecting or promoting teachers. We may use them, however, as an auxiliary, and there seems to be no special reason why they are less effective in aiding in the work of selecting or promoting teachers than in selecting or promoting other public servants.

As Latham has pointed out, an examination will test one's accuracy, the fullness of one's memory, and one's power of concentration. We can see that knowledge has been got, and we know that brain work has been done to get it, in addition to indications of strength or feebleness of will, and we can find out pretty well from a set of papers whether a man knows his own mind or not. Then, too, it seems fair to assume that there is some relation between knowledge and power. We work consciously or unconsciously on the theory that the man who *knows* is the man who can *do*, and we believe that the only reason why people should know is that they may be able to do. It seems natural then, when it is impossible to submit the applicant to a complete test of his power to do, to ask him to submit to a test of his knowledge.

What Examinations Show.

It has often been urged that an examination will not determine so much the applicant's ability to do the thing desired as his ability to talk how it should be done. Sometimes this can be learned from books, but the skillful examiner will usually be able to tell the difference between experience in doing the thing and knowledge about it. Then, too, it is fair to

assume that the person who has the knowledge is interested in doing the thing,—that there is relation between knowledge and interest,—knowledge of a particular kind of work and interest in doing it. The man who has the best sort of knowledge about some particular piece of work is, other things being equal, the most interested in it and the best prepared to do it.

Then again, teaching calls for ability to state clearly what one knows. It is part of the equipment of a teacher to be able to talk, to explain, to interpret. The teacher who is dumb in the presence of a problem demanding solution, who lacks the power of expressing herself definitely and accurately, must in some degree be unfitted for the work she is attempting to do. An examination will test this.

While providing for the moderate and rational use of the examination to determine efficiency, it will be advisable to encourage in its stead, the taking of courses of instruction at colleges or other higher institutions of learning. Such systematic work done under the right conditions will do much to keep the teacher alive and interested in her work. Such work, however, must be carefully looked after; only good work must be recognized and even that must be carefully inspected if the school system is protected against fraudulent work, as well as against the waste of the teacher's time and strength. Much of this outside work should be done under the advice of the principal or district superintendent with a view to its direct bearing upon the work of the school.

It is, however, important that the work should not be so thoroughly supervised by others that the teacher's interest or the teacher's hobby will be crowded out. If the teacher's hobby is carefully excluded, much of the joy of the work will disappear. It is unreasonable to expect any one to have an equal and impartial interest in all subjects and the recognition of the teacher's hobby is a perfectly legitimate consideration.

Automatic Salary Increases.

It has often been proposed that teachers be permitted to advance from the minimum salary paid to the highest limit fixed by the board of education, without any let, hindrance or interruption except that they continue efficient enough to avoid dismissal. Fear of dismissal has been relied upon to keep them up to the mark. Such an arrangement it seems to me, however, absolutely ignores the real purpose for which the schools exist, and looks at the school system from the standpoint of a "job." Such an arrangement suggests making the necessary effort to get into the system and then letting the clock work. Such an arrangement does not keep in mind the absurdity of relying on fear of dismissal for keeping teachers up to the mark.

Every one who has had experience in school administration realizes how extremely difficult it is to get rid of inefficient teachers in the public schools system, or inefficient public employees of any sort. The attempt to conduct our school system upon the basis of length of service, tempered by fear of dismissal, will produce the old fossil that we often find holding a good position in our cities. These fossils have sought the haven of a position in a city school system after being tossed about by the storms of village school politics. They settle down in some comfortable berth and make little effort toward increasing their efficiency. I think many of you know some of these sleepers; you have heard their snores, and have perhaps tried to waken them. You may have witnessed their surprise and indignation at the outrageous proposal that they wake up and go to work or get out.

The suggestion that we can keep teachers of

this sort up to the mark in our great cities by mere fear of dismissal is made by the persons who are not familiar with current history. When the old teacher, who is a good fellow and simply looking for a comfortable position, gets into one of our school systems, the chances of removal until death or physical disability are exceedingly small. We shall have to wait for death, and we shall probably feel, as Charles II. said about himself, that they are an unconscionable long time in dying.

A better thing to do than permitting advance, tempered by fear of dismissal, when teachers go to sleep, is to keep the younger men and women from going to sleep. Let us soon frame up our recommendations for increase in salaries and promotions in such a way as to encourage growth and work. Let us arrange in every way possible for the encouragement of work and growth on the part of the teacher.

The Work of the Supervisor.

Taking up again the question of school room efficiency, it is vitally important for the supervisor to discriminate between mere skill in the use of school room devices and real teaching power. It is easy for the supervisor of school work to place too high a value on the skill in the use of these devices, and underestimate the teacher whose work is based on sound educational principles and who carries them out in a natural, sympathetic way. Our normal schools are, to some extent, to blame for this. On account of their short courses and limited opportunities, they have spent too much time in perfecting mere devices rather than in searching for fundamental principles. It is now proposed that our city normal schools finish their job; that they assist us in completing the preparation of the teachers in continuing it after entering the work of the school room.

If this contention is right that the teachers must continue to be students, our great cities must make provisions for enabling teachers to continue their study after entering upon their life work. If my contention is right, it will, in the future, become as large a part of the work of the normal schools to carry forward the training of the teacher after her entrance into the service, as it was to take her from the high school and prepare her for entering the profession. The normal school, or some other educational agency, must assist them in advancing along the various lines of culture. The normal school, or some other agency, must assist them in gaining professional skill as well as breadth of scholarship and culture. We shall always find our teachers with interest in things of one sort or another that are sometimes not directly connected with their professional life. It may be music, it may be the mechanical arts, it may be literature, science or mathematics. Whatever it is, it should be the work of the normal school and other auxiliary educational institutions to seize upon these interests and develop them, with a view to making the teacher a more efficient worker.

The Teachers.

This attempt to state what may be legitimately expected of a professional teacher will seem exacting and exorbitant to some. It represents, in a general way, however, the ideals of earnest workers in the fields of education. It represents the views and ideals of teachers who believe that teaching is a profession and not a job. It describes a situation yet to be realized; one that is now being looked forward to by our best teachers. Our best teachers are thinking of the time when by one or two years' work beyond that given in the normal schools of the past, they shall be entitled to a degree recognizing their attainment of professional standing.

While freely criticising the schemes which have yet been presented for connecting advanced

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THE LOS ANGELES CONVENTION

That the meeting was "a success in every respect" is the verdict of all who attended the convention of the National Education Association in Los Angeles. The program was excellent; the addresses of a high order; the weather bright and warm; the attendance better than expected; and the local arrangements almost perfect. President Schaeffer proved himself a pleasing presiding officer; he was always dignified, firm and just, yet withal good-natured and mild.

The General Meetings.

The general sessions were held in the Temple Auditorium—a hall well suited for large gatherings of this nature, beautiful in its appointments, and perfect in its acoustics.

Rev. Robert J. Burdette welcomed the convention with words of warm greeting and Dr. Wm. T. Harris made a fitting reply on behalf of the association. Dr. Schaeffer then delivered his president's address, an eloquent plea for the study and teaching of peace. He set the high level mark of excellence which characterized all the addresses at the following general sessions. It would be difficult to pick out any one of the papers as surpassing the rest, but the faithful attendant will remember with pleasure Bishop Conaty's discussion of the teachers' personality; Supt. E. G. Cooley's forceful argument for grading teachers' salaries by merit, Mrs. Helen Grenfell's paper on the influence of women's organizations on public education, and, last but not least, President Wheeler's plea for the common school.

The Department Meetings.

The department meetings were not so well attended as they would have been if the registration on the whole had been larger and the outside attractions less alluring. With the thermometer ranging between 80 and 90 and the cool seaside resorts close at hand, it cannot be wondered that many of the teachers failed to go to the hot meeting halls in the city. Then, too, it is doubtful whether there should be more than two sessions of any one department. Three are sufficient for the Council of Education, but seem too many for the other sections of the association. It would be well, in the interest of attendance, if the departments were limited to two meetings.

The new "Department of Technical Education" was successfully launched. With the ever growing demand for industrial and agricultural education, this department should perform an important work in the association and justify its creation by some careful investigations and recommendations on the administrative, educational, social, and other problems of industrial education.

An "Educational Department of National Organizations of Women"—the nineteenth of



DR. NATHAN C. SCHAEFFER.
Retiring President and Vice-President-elect,
National Education Association.

the association—was admitted by the board of directors. It will include representatives of six national organizations of women and will have for its special province the study of problems relating to the home and the school.

The Business Meetings.

The business meetings of the active members were not without interest. The fight which Miss Margaret Haley was expected to make on the new charter did not materialize; in fact, Miss Haley discreetly remained in Chicago. A Miss Shirley of Montebello, Cal., who did attack the charter, only succeeded in securing some undesirable publicity for herself. The charter was passed without a vote against it.

The oft-revived project for a national university under the guidance of the national government popped up again and was given the support of the active members. A committee, consisting of President Eliot of Harvard, President Butler of Columbia, and President Van Ilse of Wisconsin, was appointed to push the project before congress.

Simplified spelling received the approval of the majority of the active members. The board of directors, however, voted that the secretary return to the old spelling of "through," "although," "thorough," instead of "thru," "altho," "thoro," in all the publications of the association. This action places the association in a peculiar position, in that Secretary Shepard is compelled to disregard the wishes of a majority of the members in obedience to the authority of the directors.

The New Officers.

From the very first the election of Supt. E. G. Cooley to the presidency was a foregone conclusion. Mention of Mr. Cooley's name met with approval on all sides. Dr. W. O. Thompson's refusal to permit the use of his name in connection with the office increased his popularity a hundred-fold and will place him in line for the position at the next convention.

There was plenty of political maneuvering of a good-natured sort for places on the board of directors and on the board of trustees. The meeting served to bring into power practically a new set of younger men—members of the association who have been prominent for a number of years. The power of the old autocratic ring was broken for all time.

The new board of trustees will consist of Supt. C. G. Pearse of Milwaukee, Dr. H. B. Brown of Valparaiso, Ind., Dr. Wm. T. Harris of Washington, Nicholas Murray Butler of New York, and Supt. E. G. Cooley of Chicago. Mr. Pearse succeeds N. C. Dougherty and Dr. Brown replaces the late A. G. Lane.

The list of directors will be found on another page of this paper. Mr. A. H. Chamberlain's choice for the treasurership was popular.

Prominent Men in Attendance.

The western educators were to be seen everywhere. Such men as T. J. Kirk, J. W. McClymonds, Frank B. Cooper, Henry Suzzallo, Miss S. Belle Chamberlain, Mrs. Helen Grenfell, A. H. Chamberlain, D. H. Christensen, J. A. Barr, Benj. Ide Wheeler, etc., were prominent. Among the other big men present may be mentioned Dr. W. T. Harris, Dr. E. E. Brown, Dr. Joseph Swain, J. M. Green, J. W. Olson, Dr. W. O. Thompson, W. H. Elson, E. O. Lyte, J. L. McBrien, Ossian Lang, J. M. Greenwood, C. G. Pearse, etc., etc.

Among the notables who did not attend were W. H. Maxwell, F. Louis Soldan, E. A. Winship, A. S. Draper, M. G. Brumbaugh, W. E. Chancellor, G. R. Glenn, A. B. Blodgett, etc., etc.



SUPT. E. G. COOLEY.
Chicago, Ill.
President-elect, National Education Association.

The Next Convention.

The next convention will be held in Cleveland, Ohio, provided satisfactory rates can be secured from the railroads. If the Cleveland people are half so energetic in tackling the railroads as they were at Los Angeles, there will be small room for doubt as to the final outcome. Their committee, headed by F. H. Haserot, carried everything before them, and St. Paul and Salt Lake City were out of the race before the convention began. The committee consisted of F. H. Haserot, president of the board of education, Supt. W. H. Elson, Gen. Charles W. Burrows, C. E. Brown, and Rev. Daniel Bradley.

Kansas City, Denver, Milwaukee, and Salt Lake offered to entertain the association in 1909.

Department of School Administration.

The eleventh annual meeting of the Department of School Administration of the National Educational Association was held on July 11 in the Fraternal Brotherhood building, Los Angeles.

Owing to the unavoidable absence of the principal speakers, President J. W. McClymonds proceeded immediately to the election of officers. Supt. C. L. McClain, Fresno, Cal., and Mr. Birney Donnell were appointed as a committee on nominations. Mr. McClain, reporting for the committee, announced the following officers:

President—Dr. W. O. Thompson, Columbus, Ohio.

Vice President—Supt. J. W. McClymonds, Oakland, Cal.

Secretary—William George Bruce, Milwaukee, Wis.

The report of the committee was unanimously adopted and the meeting adjourned.



MR. A. H. CHAMBERLIN.
Pasadena, Cal.
Treasurer-elect, National Education Association.



Among the Teachers



TEACHERS' SALARIES.

New Britain, Conn. Salary increases for teachers in the various grades of the schools have been made as follows:

For teachers of grades eight and nine, the annual increase in salary shall be \$40 each year until \$600 is reached and \$25 each year thereafter until a maximum salary of \$700 is reached. For kindergartners and regular teachers of grades one to seven, inclusive, the maximum salary shall be \$600. For teachers without previous experience the minimum salary shall be \$400—subject to the following increases: Second year, \$20; third year, \$30; fourth year, \$30, and \$40 each year thereafter until the maximum of \$600 is reached.

Teachers in service in New Britain public schools previous to September, 1907, shall be subject to the following increases: Those receiving \$400 in June, 1907, \$20 increase for year beginning September, 1907, and \$40 each year thereafter until the maximum of \$600 is reached. Those receiving \$420 in June, 1907, \$30 increase for the year beginning September, 1907, and \$40 each year thereafter until the maximum of \$600 is reached. Those receiving \$450, but less than \$600, in June, 1907, \$40 increase each year until the maximum of \$600 is reached.

Louisville, Ky. The salaries of all grammar school principals, thirty-five in number, were each increased \$5 a month.

Peoria, Ill. The school board has readjusted and put into effect a new teachers' salary schedule which raises the maximum salary to a limit of \$800. The schedule is: First year, \$375; second year, \$400; third year, \$450; fourth year, \$500; fifth year, \$550; sixth year, \$600; seventh year, \$650; eighth year, \$700; ninth year, \$750; tenth year, \$800.

Joliet, Ill. Pursuant to the recommendations of Supt. John A. Long on the adoption of the merit system for the promotion of teachers, the school board has decided that the schedule of salaries paid to grade teachers shall be as follows: For the first year's service, \$375; second year's service, \$400; third year's service, \$450, and an increase of \$50 per year up to ten years, when the salaries shall be \$800. Additional salaries paid to principals shall be fixed by the board. The maximum salaries of said principals shall be upon the basis to which she shall be entitled as room teacher, and \$25 per teacher for each room, viz: \$25 for one-room building, \$50 for two-room building, \$100 for four-room building, and \$200 for eight-room building.

Chicago, Ill. The board of education rescinded the teachers' promotional plan, based on length of service, and returned the entire system back to efficiency.

Fort Worth, Tex. The statement of the new salary schedule is: "Under the new schedule the basis for salaries of teachers in the grammar grades is raised from a minimum of \$40 to \$50, and from a maximum of \$70 to \$80 per month. Experience and terms of service are to determine the exact salary paid each teacher, the basis calling for beginners to receive \$50 per month, which will be increased to \$55 per month the second year, and so on according to experience. But the board will not be confined to any inflexible rule as to payment of salaries to teachers of marked excellence and merit, and will set the pay of such teachers at any figure not to exceed the maximum decided on."

"Assistant or grade teachers in the high school will be placed upon an equal salary basis of \$100 per month. They have formerly received between \$80 and \$100, but the maximum has not been paid except in a few cases, owing to the limited funds which have been at the disposal of former boards."

Principals in the eight-room buildings will receive \$125 per month, a \$5 advance. Salary of the sixteen-room principals will be the same, \$133.33.

Columbus, O. The salary of the supervisor of industrial art, first six grades, was fixed at \$1,500; director of manual training, seventh and eighth grades, \$1,600; assistant teachers of manual training, \$800; assistant teachers of domestic science, \$700.

Davenport, Ia. The school board in special session raised the minimum salary of all teachers from \$50 to \$55 a month. While a raise to \$60 was requested by the teachers and citizens, the present rate was deemed most advisable by the board.

The compensation in the various grades is as follows: Second, third and fourth grades, \$55; sixth grade, \$57.50; first and seventh grades, \$60; eighth grade, \$62.50; ninth grade, \$70; advanced German teachers, \$60; lower German teachers, \$55.

Crookston, Minn. The maximum pay of the grade teachers has been raised. The minimum will remain at \$45 per month, but the maximum, in all grades below the seventh, has been placed at \$55 instead of \$50. In the seventh the increase is from \$55 to \$57.50; in the eighth from \$57.50 to \$60.

Burlington, Ia. A schedule of salaries providing increases for all teachers employed has been adopted. The minimum is placed at \$30 per month from which the scale runs to the maximum, \$58 per month. First assistants will be paid \$7 additional per month, and kindergartners, \$5 additional.

Pasadena, Cal. A new schedule for teachers' salaries has been prepared by the board of education. Primary grade teachers have their pay increased from \$720 per year to \$900, an increase of twenty-five per cent. Principals who have heretofore received \$1,200 a year are now paid \$1,400. Kindergarten directors are advanced from \$65 to \$75 per month.

Perry Co., Tenn. A new system of salaries was inaugurated. Beginning teachers holding third grade certificates were placed at \$30 per month; those with one year's experience holding third grade certificates at \$35; those under ten years' experience, holding third grade certificates, \$40; those under ten years' experience, holding first grade certificates, \$45; those with more than ten years' experience, holding first grade certificates, \$50.

The Internal Management committee of the Niagara Falls public school board recommended the following teachers' salaries schedule which was adopted:

First—That the maximum salaries of both principals remain as they are, viz.: \$1,050 per annum and \$900 per annum.

Second—That the maximum of assistant teachers' salaries shall be as follows:

Fourth book class, per annum, \$600.

Senior third class, per annum, \$550.

Junior third class, per annum, \$525.

Second book, primary, per annum, \$500.

With annual increase of \$25 until maximums are reached.

Rochester, N. Y. A new salary schedule has been adopted by the board of education to take effect in September. By this the minimum pay is raised from \$450 per year; maximum of kindergartners is fixed at \$650; of kindergarten directors and grade teachers at \$700; of normal training teachers at \$750.

Salaries of all grade, kindergarten and manual training teachers will be increased after September 1, 1907, at the rate of \$50 per annum until the maximum is reached.

The increases in salary of the new teachers appointed under this new schedule will be made from the beginning of a semester nearest to the date of appointment. Normal school teachers are not included in the new schedule.

San Antonio, Tex. The teachers have begun a movement for changing the system of payment of salaries from a twelve months' basis to a nine months' basis. Under the plan now in vogue, the teachers are paid one-twelfth of their annual salary each month during the school year. The balance is paid at the beginning of the summer vacation. It is argued that this is illegal, because it makes the board a depository for part of the salaries and that the board gets the benefit of the interest of the balance held back.

Salt Lake City, Utah. The school board has given the teachers a general increase of \$5 per month. By this action the minimum is placed at \$45 and the maximum at \$85. All increases are dependent upon experience and individual merit.

The elementary school principals have also received increases, fixing their minimum pay at \$85 per month, with an extra compensation of \$4.25 for every teacher supervised. \$160 per month is the maximum.

Rock Island, Ill. At the May meeting of the board of education a uniform increase of \$5 per month was made in the maximum salaries of all grade teachers. Under the new schedule the maximum will be, in the first grade, \$65; in grades two to six, inclusive, \$60; in the seventh grade, \$65; and in the eighth grade, \$70.

A movement was also inaugurated to advance some of the teachers in the second to sixth grades to the \$65 maximum. The purpose is to advance a few each year until a uniform salary of \$65 is paid in the first seven grades.

Moline, Ill. The school board has adopted a new scale of salaries for the teachers. Beginners will receive \$360 per year and will be increased annually at the rate of \$30 until the maximum of \$495 is reached in the fifth year. After that an increase of \$2.50 per month will be allowed for attendance at a university or college summer school and in the eighth year a similar raise will be given for additional college work. Teachers in the first and eighth grades will be paid \$5 per month additional.

Napoleonville, La. On the recommendation of Supt. Alleman the salaries of the teachers in the graded schools were scheduled as follows: First year's service, \$450 per session; second and third years, \$500; fourth, fifth and sixth years, \$550; seventh, eighth and ninth years, \$600; ten years and over, \$700; salaries of principals to be graded more upon services and amount of work than grade of certificate; first grade teachers, \$50; second grade teachers, \$45; third grade teachers, \$40.

The school board of the Longmont district, Colorado, has increased the salaries of teachers to an amount aggregating \$2,500 a year.



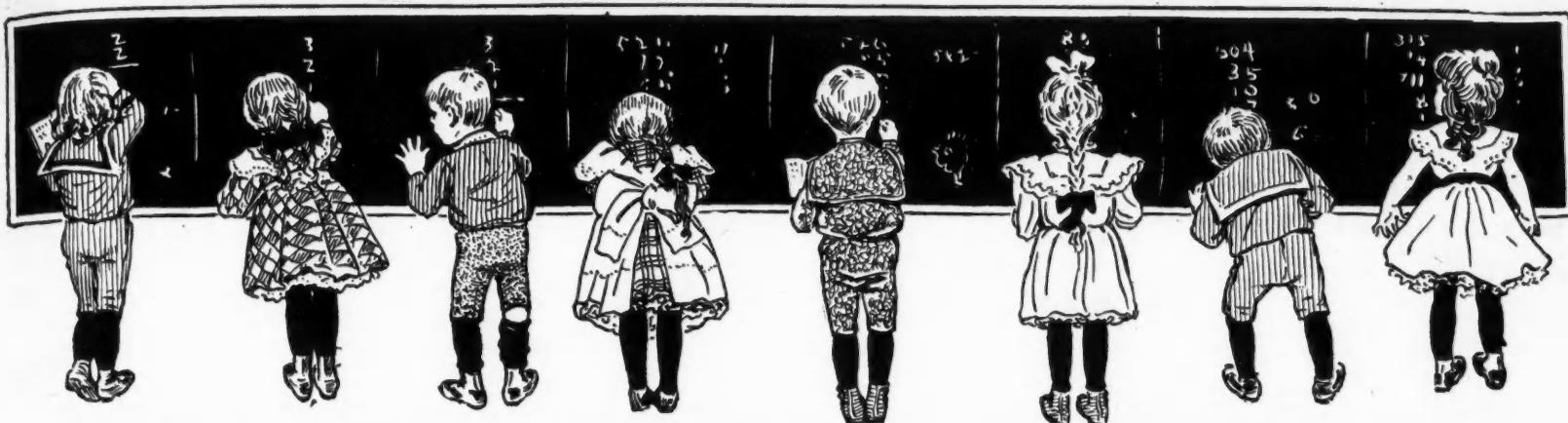
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SCHOOLS FOR DEFECTIVES IN CONNECTION WITH THE PUBLIC SCHOOLS

By CARROL G. PEARSE, Superintendent of Schools, Milwaukee, Wis.

Since the days of our aryan ancestors we have learned much concerning our duties to the less fortunate members of our society. We have in particular learned much concerning our duty to those children—members of our society—who would be born without those natural powers of body or mind by which they are enabled to learn the things which other people learn and as other people learn them.

There is much reason to suppose that in the earliest stages of the history of our race those unfortunate children who were born blind or deaf or deformed, or in other ways differed greatly from the normal, were got rid of in the easiest possible way,—exposed upon the mountain or in the forest, or otherwise eliminated from membership in the community to which they were born.

Generations later these unfortunate children were left, to live such lives as they might in the homes, but received no intelligent care and no proper education. In the homes of the more barbarous peoples they were not infrequently treated with scorn and cruelty, neglected and led lives of wretchedness. They developed, if at all, in those lines which they themselves were able to pursue without thoughtful or kindly help. If the tormented current of their lives, hemmed in and beaten back from the usual channels of development, did on occasions show depth or power in certain directions, it was an exception and the result of accident.

Progress of Civilization.

As society began to realize somewhat fully its responsibility for these, its unfortunate children, as well as for those children who are normal, institutions were established to which one class after another of these unfortunates was sent. Here they received good food, reasonably kindly care and some education, often quite wisely adapted to their special conditions. By entering these institutions, however, they became members of a special community, living under special conditions, its needs supplied in special ways; they ceased to be a part of that fundamental social unit, the home, and were likely as their education progressed, to more and more depend upon the special conditions which surrounded them, on the special means of communication which they employed between themselves and the special advantages which were given to them on account of the limitation of their natural powers.

The Nation's Regard for Defectives.

Realizing the serious defects which could not be avoided in this system of education, those defective in physical development or in mentality, many states of the Union have, for a number of years, been providing for these unfortunate children in special day schools, connected with

the public schools and providing the special facilities, the special methods of education and the special skilled teachers which these children require, but at the same time permitting the children to remain in their homes in the enjoyment in the natural relation which subsists in the home and to remain also a portion of the larger community of which the home is the fundamental unit.

Parental love goes out to all the members of the little flock which have their proper place in the family circle, but the love of father and mother goes out especially towards those unfortunate members of that little flock who most need parental watchfulness, tenderness and care. For the child who is crippled or blind or deaf or who lacks in part the usual and proper powers of the mind, the members of the home circle feel an especial tenderness and toward them they have a most proper impulse to exercise especial care and to accord them protection in a special degree. It is particularly hard for fathers and mothers to part with these children who need this special care and who are dependent in a greater degree than usual upon the extra tenderness and extra helpfulness of the family circle.

The Value of the Day School.

These day schools, then, which permit the children to remain at home and at the same time to receive the proper instruction which must be had if they are to overcome in greater or less measure the deficiency with which nature or accident has afflicted them, have been a great boon to parents and to these children. They have been permitted to grow up in the enjoyment of the natural conditions of the home, where they might receive and bestow that love and that consideration without the development of which the character lacks not only great charm, but an element of great strength.

These children have also in this way been permitted to remain members of the larger community of which the home is a part. They have been able on their way to and from school, in the school, and at the hours of play, to remain in contact with people whose powers are normal and who form a great majority of the community in which people must live their lives. They learn how to associate comfortably with and to understand their daily associates and to make themselves understood by the usual means which other people employ to make themselves understood. They learn to move about from place to place, to enjoy themselves in the same way as other people, to be comfortable in the society of people who have their normal powers developed in the normal way. These opportunities and the acquirement of this ability go far toward making these special classes of children as they grow up, well-dis-

posed and comfortable and useful members of society.

We have learned that such schools as these can, with profit, be maintained in connection with public schools for those children who have been described by the expressive phrase, "born short," some of whose powers are normal, whose ability in general may be excellent, but who cannot learn some of the things which other children learn without much difficulty, who seem to be deficient in certain of the intellectual faculties but not to such an extent as to unbalance or weaken their character to a degree which makes them weak in mind or character, or lacking in power of self-direction. Such children may be placed in special schools where special allowances may be made for their peculiarities, and where they may not be harassed by requirements which they cannot meet.

Schools for the Deaf.

Our public school system may also provide special day schools for children with defective hearing, in which they may be taught to use their voices, and, in default of hearing, to read from the lips of those who speak to them the words which convey intelligence to most of us through the medium of the ear. A most important development of this education has recently been attracting attention. It is the school which takes these children at the age when normal children are learning to speak and to understand the things which are spoken to them, and by careful attention and skillful teaching gives to these children who lack hearing, the ability to speak and to read the lips of those who speak to them, at an age several years earlier than has heretofore been thought practicable. Children in the day schools for the deaf soon acquire the art of communication through oral and written speech to such a degree that they are able to enter classes with normal children and take part in the regular school exercises as members of the regular classes.

The same general plan which makes provision for deaf children is also used in teaching those children whose vision is defective, or who are blind. These children, taught at first in special classes by special teachers, in rooms specially adapted to their needs and with appliances specially designed to aid them, come gradually to be able to take their places, at first for a part and later for all of the time in classes with children who have all their senses, and are able in most respects to do the work of the class with the normal members.

The Care of the Crippled Child.

There are certain classes of children who are so crippled in body that they cannot with comfort or profit, sit in classes with normal chil-

(Concluded on Page 18.)

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THE ELECTION OF COOLEY.

The election of Superintendent Edwin G. Cooley to the presidency of the National Educational Association is a fitting tribute to the man who has during the past five years filled the most difficult school administrative position in this country.

The position of a school superintendent of a large city is, even during periods of peace and harmony, a most exacting one. It requires the skill of a diplomatist as well as the strong hand of an executive; it demands educational leadership as well as practical knowledge of men and affairs.

The Chicago school situation has been a phenomenal one. A band of extremists captured the school board. Inefficiency and wrangling formed the barriers to growth and progress. A movement well begun on the part of the teachers for equity in taxation and adequate compensation for services rendered, was diverted into a mistaken notion about democracy in school administration. Chaos and disorder reigned; discipline was weakened; cohesion was shattered.

Under these disheartening conditions Superintendent Cooley retained his equanimity. He gave his best efforts towards averting a final wreck, counseled fearlessly for the better things, and stood out as firm as a rock against harmful aggression.

The political aspects of the city changed and with the change there also came relief and vindication. The disturbing elements were retired, peace was restored, and an era of progress is once more assured.

The elevation of Superintendent Cooley to the most distinguished honor within the gift of the educators of this country must be accepted in the nature of a tribute to the man for the victory he achieved over extremists and unsafe theorists.

We trust that the new president of the National Education Association will outline a policy in the administration of his high office that will command the respect of those who elevated him. It has become almost traditional among the ranks of the association members that the executive heads are too frequently swayed by powerful commercial interests to the detriment of true educational progress.

A man who has been strong enough to withstand the demands of an organization of Chicago politicians and theorists ought to demonstrate a sufficient spirit of independence to administer the affairs of the association efficiently and equitably.

School Board Journal

SHEARER IS DEFEATED.

One of the most remarkable positions in the field of school administration was the superintendency of schools at Elizabeth, N. J. The term covered a period of seven years and the salary was fixed at \$6,000.00. The superintendency covered both the city and county schools.

Considering the number of schools under the direction of the superintendent the salary was the highest paid by any school system in the United States. The term was also the longest enjoyed by any superintendent in this country.

The man who filled this remarkable position was Prof. Wm. J. Shearer, a man of exceptional force and character. He was a prolific writer on educational subjects and held some positive views on method and practice in educational work. His professional training and executive ability fitted him exceptionally well for this position.

The school board recently appointed a successor to Mr. Shearer and it claimed that political considerations actuated the board in its course. Whether this be true or not, Elizabeth, N. J., has lost a competent, energetic and enthusiastic worker. He still has many years of usefulness before him and it will not be long before some school board will snap him up.

Of what we personally know of Prof. Shearer we are satisfied that he can earn a large salary in commercial lines and need not place his future at the mercy of a school board.

SCHOOL BOARDS AND TRADE SCHOOLS.

The subject of trade school is a comparatively new one as far as the average board of education is concerned. Until now these schools have been conducted under private auspices, and have in no instance been under the direction of public school boards.

Within recent months, however, some innovations have been made which tend to incorporate trade schools as a part of the American system of popular education.

With the enactment of laws in Massachusetts and Wisconsin permitting cities to establish trade schools in connection with the regular school system and the acquirement of trade schools by the school boards of Philadelphia and Milwaukee, a beginning has been made.

The demand for industrial education springs as the result of certain conditions rather than as an evolutionary result in our educational development. The employer of labor and the boy who seeks an apprenticeship have been the incentive, rather than the schoolmaster. The latter has thus far been brought in contact with the movement only in an incidental and superficial manner.

Thus the necessity of our times has crowded the trade school upon the educational factors of the land, and they must accept it and bring it to the highest stage of development.

The function of the American school system has hitherto been held within certain limits. It has aimed in furnishing an educational equipment of a general character rather than supplying any training of a special nature. But the line has not always been carefully drawn. If, on the one hand, school

authorities have deemed it beyond the scope of the school system to equip the boy with a trade, they have, on the other, not hesitated to teach French and art work in the high schools. No clear distinction between equipment and accomplishment has been made.

If, however, the real function of our system of popular education lies in the training for useful citizenship, then a trade school cannot well be excluded. Of course, here very naturally arises the question as to where the line can or should be drawn, and to what extent the state may be obligated to prepare the boy and girl for a bread-winning career.

It can reasonably be assumed that the demand for industrial education exists in a strong degree and that its development can be achieved more successfully under the guidance of the public school authorities than under private auspices. Again, it is no longer denied that industrial education makes for the thrift, growth and development of a whole nation.

The school boards of this country may well assume that trade schools involve a problem which they must soon solve and deal with as a part of the industrial development of their communities as well as in the interest of the individual boy and his future as a useful citizen.

SELECTING AN ARCHITECT.

It has become the fixed custom in entering upon the construction of a schoolhouse to select an architectural plan rather than an architect. The merits of a set of plans usually receive the main consideration, while the architect as such is a mere incident to the selection. Greater stress is laid upon the utilitarian character of the plans than upon the architect who is presumed to carry them out efficiently and economically. While the plans are a first essential, the architect and superintendent as a subsequent factor can hardly be deemed a secondary consideration. The architectural plans and the architect are equally important.

A good set of plans implies a good architect just as a poor set implies a poor architect. But it cannot be assumed always, conclusively, that a good set of plans means the successful superintendence and satisfactory construction of a building. Plans may speak for themselves, but their realization depends upon the man nevertheless.

A recent writer on this subject puts the man before the plans, and goes so far as to state that in each instance the architect should be chosen upon integrity and professional ability. He believes that the architect so chosen should be asked to submit sketches subject to such changes as may be demanded by those employing him.

This sounds very well. But the writer starts out upon wrong premises. He assumes on the one hand that every architect of intelligence and professional integrity can build a good schoolhouse, and on the other that every school board knows the requisites of a modern school building. Both assumptions are wrong.

The average architect is not equipped to provide a strictly up-to-date schoolhouse plan any more than he may be equipped to draw plans for a royal opera house. Specialism is the order of the day. There are those who



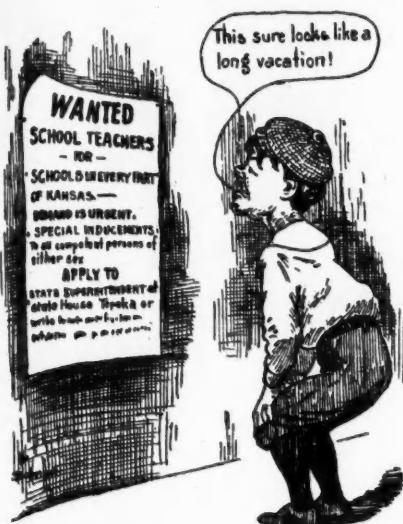
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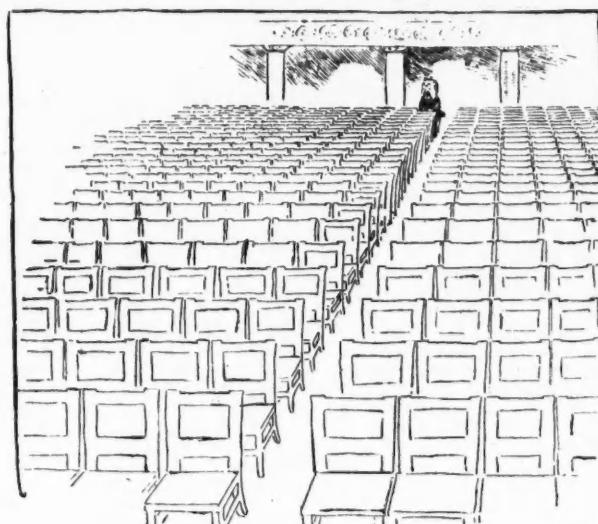
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A shortage of teachers is predicted in Kansas and other states.



How some of the Department Meetings were attended at Los Angeles.



The Vacation Schools are eagerly attended in the large cities.

make a specialty of residences, apartment houses, stores and factories. But there is also the architect who turns his sole attention to the planning and building of churches, or theatres, or schoolhouses. Why? Because by giving exclusive attention to them he can build better churches, better theatres and better schoolhouses with less friction, less time and less money.

On the other hand, a board of education cannot possibly know the essentials of a modern school building with such exactitude as to give the necessary instructions to an architect. It may know in a general way what is wanted, and by comparison determine between the desirable and the undesirable, but it cannot be expected to know the science of school architecture.

Primarily, it must be assumed that the plans selected have been produced by an architect of character and ability, but added to these necessary qualities there must also come the assurance that special training in the branch of school architecture has been acquired. In accepting plans, a school board must exercise its own best judgment between their desirability and the architect who presents them, but the competitive system must remain just as long as the average architect is not in a position to present first-class schoolhouse plans.

THE NEW MASSACHUSETTS LAW.

The step taken by the state of Massachusetts in behalf of industrial education is a

commendable one. A new law enacted last year is so framed as to enable the establishment of trade schools throughout the state and at the same time to make propaganda for the cause of industrial education.

The governor is authorized to appoint a salaried commission of five members for a term of three years. This commission is authorized to employ experts in industrial and technical education and such clerical and other service as it may find necessary. Primarily, the commission is charged with the duty of "extending the investigation of methods of industrial training and of local needs, and it shall advise and aid in the introduction of industrial education." Further the law provides that it shall provide lectures on the importance of industrial education and kindred subjects, and visit and report upon all special schools where such education is carried.

Here it may be seen that the question of propaganda is clearly kept in mind. The law is framed upon the assumption that the popular mind is not yet fully alive to the importance of industrial training and hence rests the commission with the duty to diffuse knowledge on the subject. The duties of the commission go a step farther. They also provide that the commission "may initiate and superintend the establishment and maintenance of industrial schools for boys and girls, in various centers of the state, with the co-operation and consent of the municipality involved."

The monies provided either by the state or

the municipality are to be expended under the direction of this commission. This is a severe condition and later on leads to difficulty.

For every dollar raised by the municipality the state will contribute another, thus financially encouraging the establishment of trade schools. This feature is most commendable and ought to prove a strong incentive. The operation of this law, which stands as the only one of its kind, will, no doubt, be watched with considerable interest. If it proves effective in that it furthers the cause of industrial education, other states will, no doubt, enact similar laws.

Stability is the crowning attribute of ability.

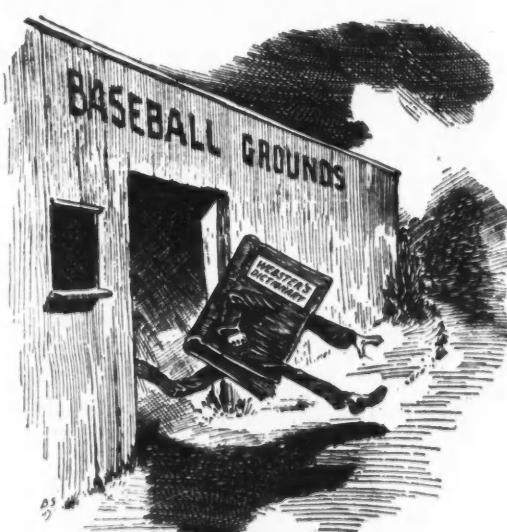
Our teachers want more pay. They have everybody's sympathy because everyone wants more himself.

An ideal school board member is one we frequently hear about but seldom see.

It is a desirable thing to know when to resign.

A timely resignation is often a stepping stone to another job.

Better to resign in time than to fail of re-election.



No place for him.



A temptation that was irresistible.



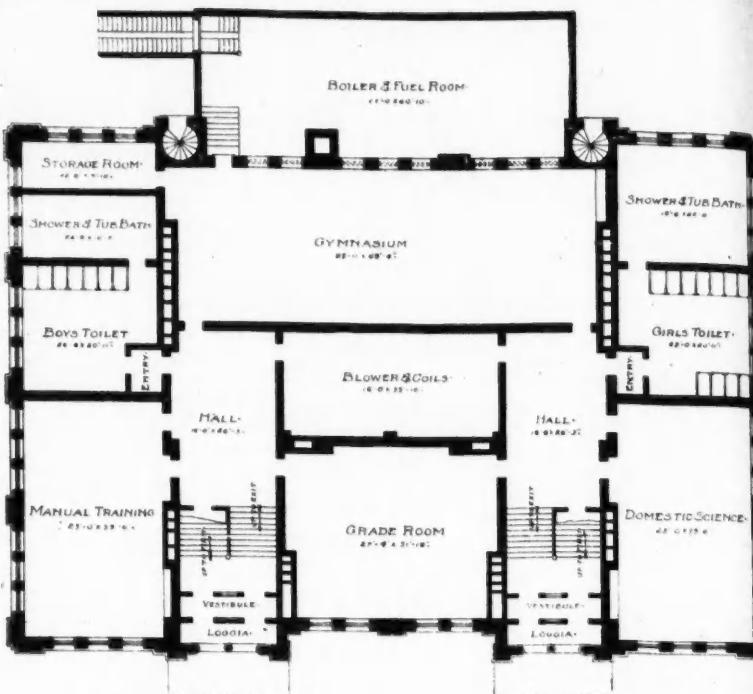
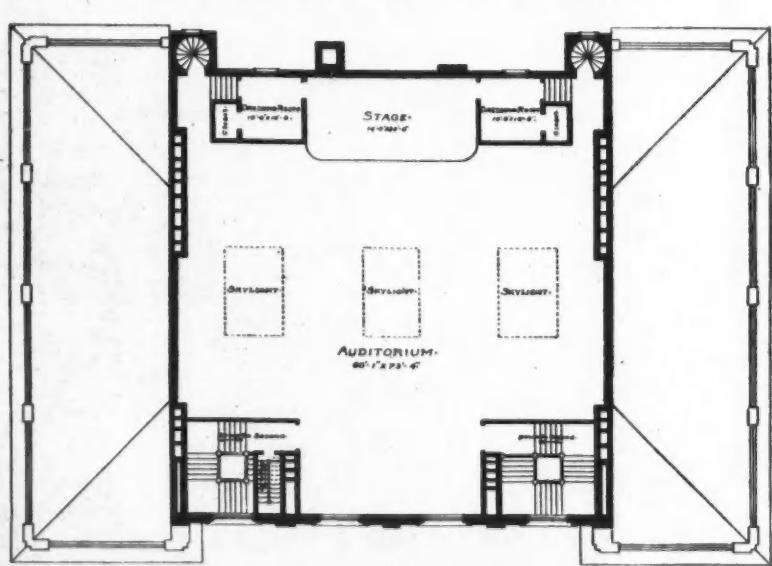
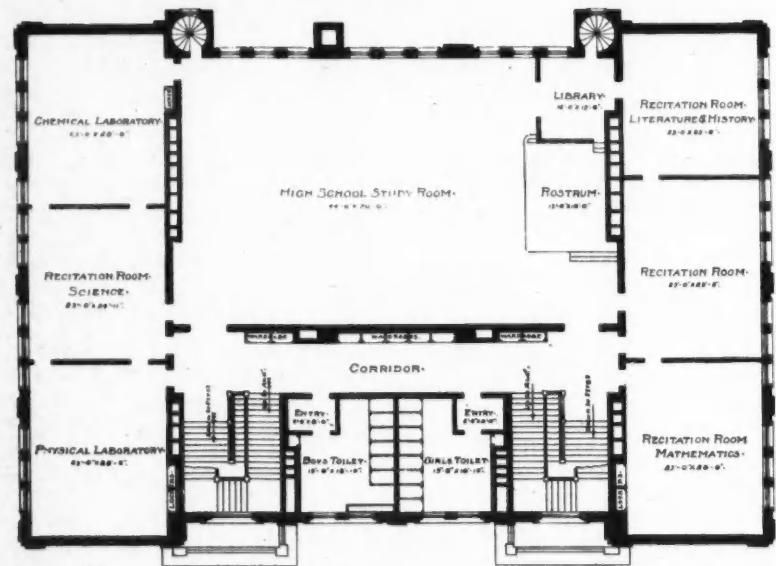
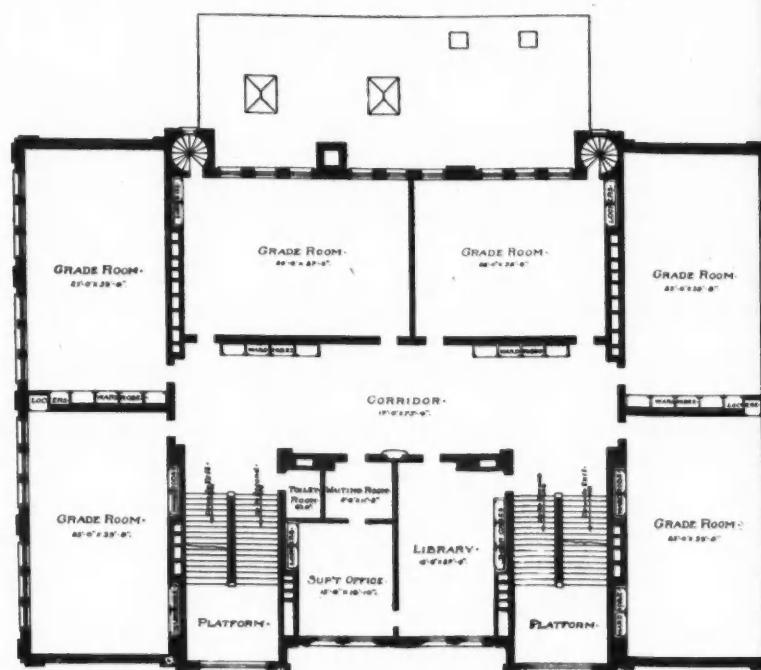
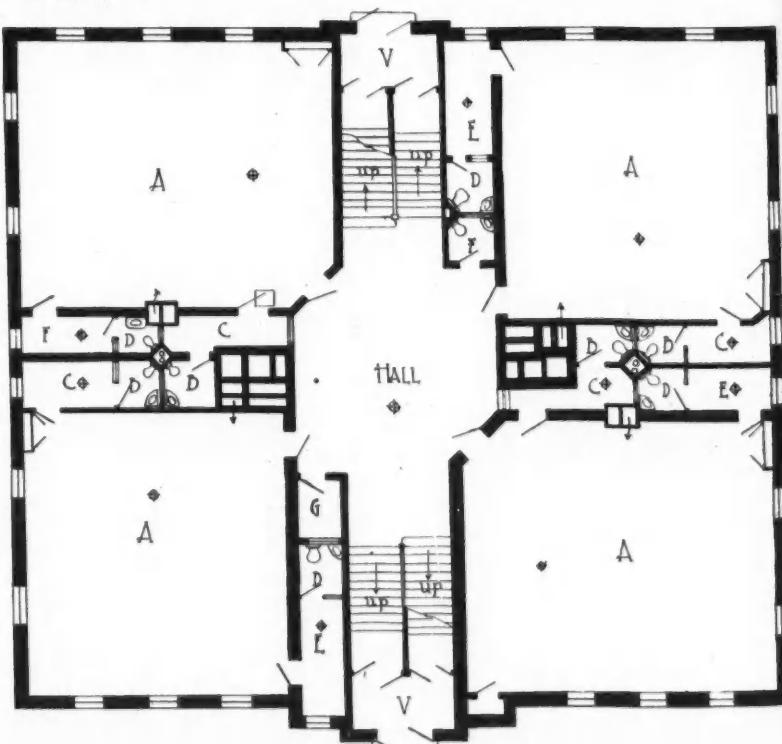
The Small Park—a boon for city children during vacation.

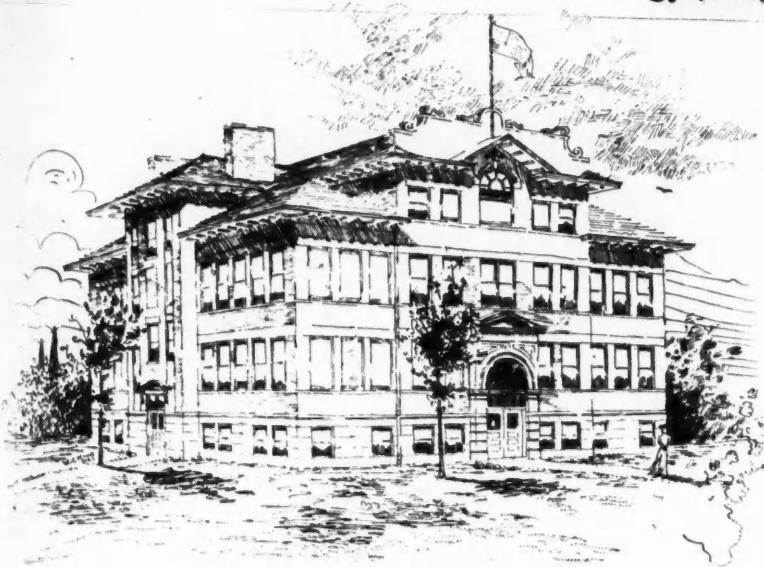


NEWLY COMPLETED LINCOLN HIGH SCHOOL, HIBBING, MINN.

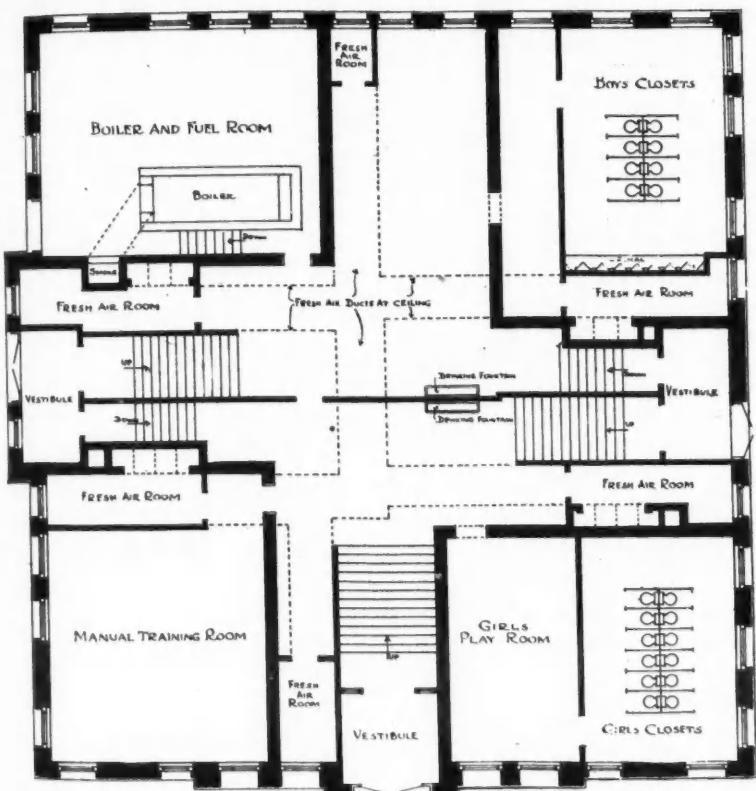


FRONT ELEVATION, LINCOLN HIGH SCHOOL.

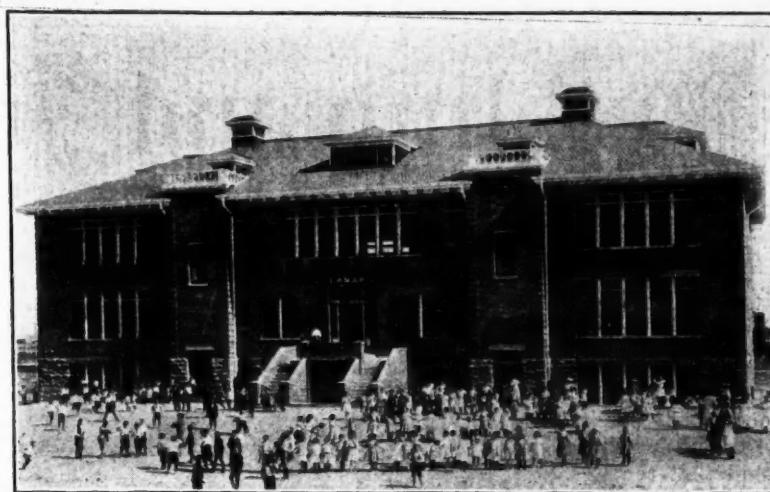
BASEMENT PLAN, LINCOLN HIGH SCHOOL, HIBBING, MINN.
W. R. Parsons & Son Co., Architects, Duluth and Des Moines.
Mr. Chas. E. Young, Superintendent.FIRST FLOOR PLAN, LINCOLN HIGH SCHOOL, HIBBING, MINN.
(See page 12.)FIRST FLOOR PLAN, ADAMS SCHOOL, CEDAR RAPIDS, IA.
Josselyn & Taylor Co., Architects.
(See page 12.)



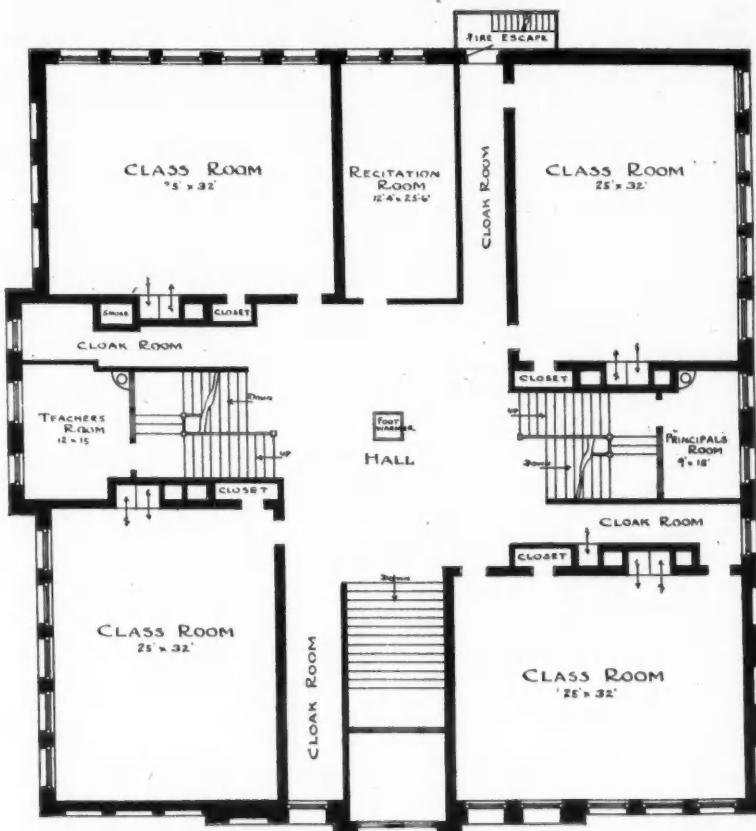
NEW GLEN OAK SCHOOL, PEORIA, ILL.
Albert Kiefer, Architect, Peoria.



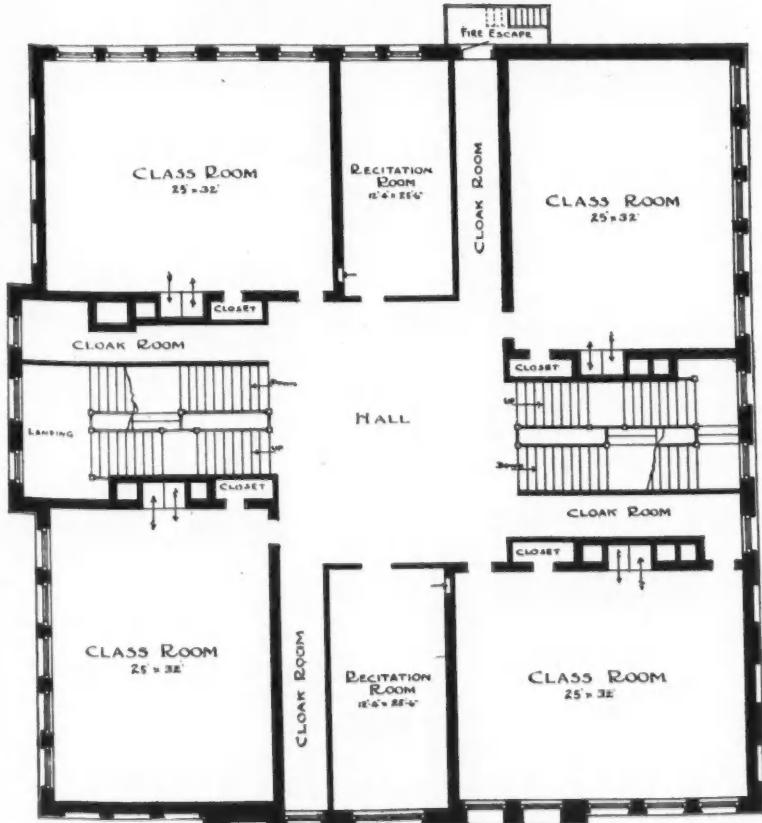
BASEMENT PLAN, GLEN OAK SCHOOL.



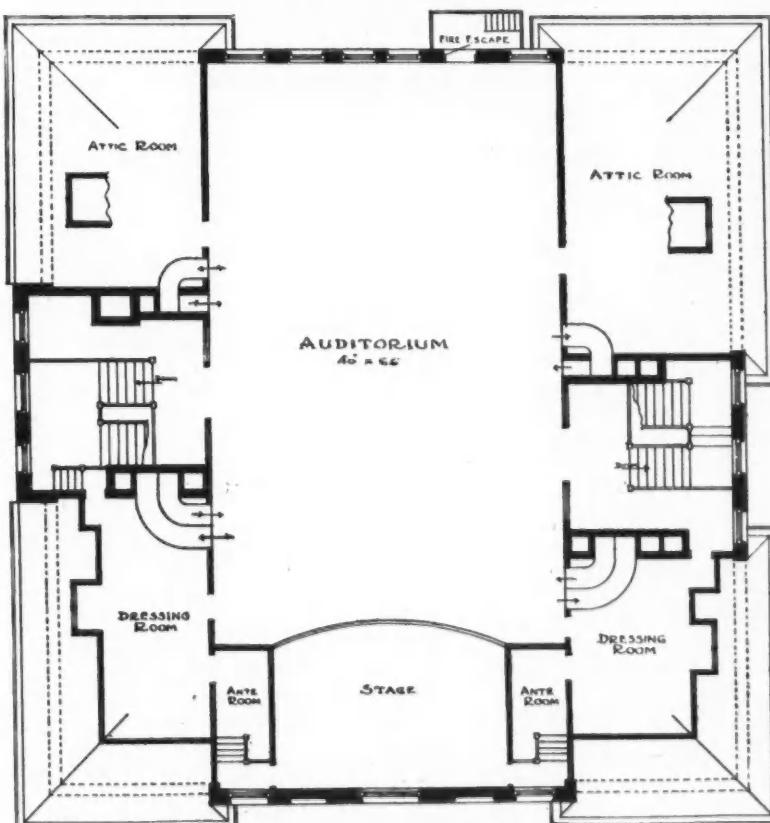
LAMAR SCHOOL, EL PASO, TEXAS
Edward Kneezel, Architect, El Paso.



FIRST FLOOR PLAN, GLEN OAK SCHOOL.



SECOND FLOOR PLAN, GLEN OAK SCHOOL.



THIRD FLOOR PLAN, GLEN OAK SCHOOL.

PERSPECTIVE AND FLOOR PLANS, NEW GLEN OAK SCHOOL, PEORIA, ILL.
Albert Kiefer, Architect, Peoria.

Building and Finance

ST. PAUL SCHOOL ARCHITECTURE.

The city of St. Paul has within the past two years graduated from that class of cities which supports a central high school into the city of several separate buildings. While the expense and labor involved in making the change seems enormous, passing almost the million dollar mark, it must in all fairness and with praise be said that the board of education has attacked the problem honestly and attempted to solve it for several years to come. St. Paul may stand as a glowing example of the prosperous American city which can solve educational and municipal problems.

The plan which has not only received life, but is under fair way toward a happy consummation, is that four high schools be erected in as many districts of the city. These buildings are to be model in every way, in fact, exemplary in their central idea and in the detail of execution.

Besides the office and rooms of the principal, each building is to have thirty recitation rooms, and three study rooms with capacity for three hundred pupils each, and all the necessary laboratory and lecture rooms; there is to be a commercial department of three rooms, a four-year manual training department with rooms for woodworking, foundry, forging and drawing, a domestic science department with kitchen, dining room and serving room, an auditorium and a fully equipped gymnasium.

The committee has prepared a list of requirements of every school on which these estimates are to be based. These provisions are as follows, though they may be more or less modified later:

First—A principal's room with private office and supply room, two teachers' rooms with lavatory, one emergency room and a library.

Second—The academic course will require thirty recitation rooms, three study rooms, with a capacity of 200 each, two biological laboratories, one physical laboratory, one chemical laboratory and accessories to these laboratories, with space for teachers' use in preparation for the work and in the storage of materials; also two lecture rooms, preferably one between the biological laboratories and one between the laboratories in physics and chemistry.

Third—Commercial department, one room for bookkeeping, one for stenography, one for typewriting.

Fourth—Manual training, one room for woodworking, one for turning and pattern-making of at least 2,000 square feet in the second year, one for foundry and forge of similar size for the third year, one for machine shop of 1,500 square feet for the fourth year, two rooms for mechanical drawing, one room for free-hand drawing and one for modeling.

Fifth—Domestic science, sewing room, kitchen, dining room, room for applied sewing, dressmaking, etc.

Sixth—Auditorium with a seating capacity of 1,500, with proper stage and dressing room, with suspended balcony and inclined floor.

Seventh—Gymnasium with suspended running track and with proper lavatory facilities and shower baths attached to each; also provision made for necessary lockers.

Architect Dwight H. Perkins of the Chicago board of education has completed plans for a

model school building which is to be a considerable departure from the best practice of present day school construction. The chief features of the plan are in the size and arrangement of classrooms. Several rooms built upon the plan will be fitted up for experimental purposes.

Mr. Perkins' plan provides that the classrooms be reduced from 26½x33 feet to 22x33 feet. Forty pupils are to be seated instead of fifty-four. This reduction is to be made in accord with a general demand, on the part of the educational factors, for a smaller number of pupils to the individual teacher.

Another feature of the new room will be two manual training benches of sufficient size to accommodate ten pupils each. It is planned that one-half the class will be at work at the benches while the other half is receiving instructions from the teacher.

The ventilation of the new schools is to be more complete than that in use now. The fresh warm air will be introduced at the ceiling and drawn off through the cloak room. The registers in the wardrobes are to be so placed that the clothes of the children will be thoroughly ventilated.

Supt. J. M. Greenwood of Kansas City, Mo., has recommended to his board that school buildings should be plain, substantial structures, well lighted, ventilated and heated. Classrooms and halls should be of good size. The interior of buildings should be more attractive and artistic than the exterior. About \$5,000 per room should be the average expenditure for grade schools.

St. Paul, Minn. A bill has been introduced in the state legislature prohibiting the use of basement rooms in school buildings for class sessions. The Minneapolis board has a number of such rooms and will be obliged to spend about \$125,000 for additional room if the bill becomes a law. A strong fight is being made for the bill on sanitary grounds.

Elgin, Ill. The school board has created the office of supervising engineer of school buildings. The new official will have charge of all the janitors, will recommend and supervise changes, improvements and repair in school buildings, and in general act as custodian for the board.

Lincoln High School.

The new Lincoln high school at Hibbing, Minn., was constructed during the summer and fall of 1906, and dedicated June 21, 1907.

The building is 126x86 feet in dimensions and is practically fireproof. It is constructed of brick, tile, stone and steel, with all the appliances for comfort and safety that modern building science can advise. It consists of eight grammar grade rooms, a high school assembly room seating 240 pupils, two laboratories, four recitation rooms designed for sewing, domestic science and manual training, an auditorium with 600 opera seats, besides some nine toilets and baths.

The design of the building is the Italian Renaissance and the building is generally regarded as one of the most complete and beautiful of the many splendid school buildings lately erected on the Minnesota ranges. W. R. Parsons & Son Co. are the architects.

For the use of the photograph presented, we are indebted to Supt. Charles E. Young.

INDIVIDUAL TOILET SYSTEMS.

In the floor plan of the Adams school, of Cedar Rapids, may be noted a toilet arrangement that differs radically from the usual installment. The old fashioned basement toilets are giving way in many cities to the stack system, but it is doubtful whether so completely individual a plan has been successfully used as the present.

For an easy study of the plan it may be stated that "A" represents the classroom, "B" boys' toilets, "C" boys' wardrobes, "D" girls' toilets, "E" girls' wardrobes, "F" teachers' toilet, "G" book storage, and "V" vestibule.

The building is fitted with a fan system of ventilation and the toilets have direct radiation. Each water closet bowl has a local vent connected to a galvanized iron ventilating pipe. The latter contains an aspirating coil and passes out through the roof independently of other ventilators.

For the use of the drawings we are indebted to Mr. S. M. Hall, who, as chairman of the building committee, was instrumental in the arrangement and installation of this toilet system.

Cooley on Fraternities.

Supt. E. G. Cooley of the Chicago schools has taken a decided stand on the high school fraternity question. Now that every attempt on the part of the board of education to drive these out of existence by forbidding their members to participate in school activities has failed, Supt. Cooley has presented to the school management committee a statement in which "frats" and sororities are characterized as a menace to the schools and has urged their abolition.

In presenting the statement to the committee, statistics have been added showing that the average scholarship of the 121 pupils enrolled in secret societies at one of the high schools is only 7X.9, a mark below the passing average required of high school students.

"While the rule of the board prohibiting members of secret societies from representing their school in any public way or in any interschool activities has had the effect of preventing a number of new pupils from joining," said Supt. Cooley, "it has not driven the old members out of the fraternities, and as the existence of the secret societies has been shown to be a menace to the schools I am firmly convinced that some action should be taken to abolish them. What line of action should be taken has not yet been determined upon, but in the Seattle High School fraternities were abolished by the school board and the Supreme Court of the state of Washington held that the board had a right to take such action."

Detroit, Mich. The judges of the circuit court have united in a decision denying corporation counsel, T. E. Tarsney, the \$25,000 claimed by him as fees for services in the recent railroad tax litigation. Mr. Tarsney rendered valuable services in the case of the state against the railroads, in which at least \$1,500,000 were saved to the schools of Detroit county. The judges held that, first, the corporation counsel is paid a salary for the advice and aid given the school board; and, second, the board has no right to employ an attorney in the case. The board was not a party to the suit, and was interested only as was any other of the sixteen hundred school districts of the state. It had no legal right to intervene in the suit or to employ counsel.

Detroit, Mich. Charles J. George was unanimously elected president of the board of education for a term of two years.

VACATION

The New York opened thirty-three hundred afternoons, principally. The schools will six weeks, the months. Fifteen served for most charge of kinder-

The work done playful. In the study deals with builders. In the girls are diverging, the former taking woodwork, chisel, leather, clay models. Girls are occupied in millinery, embroidery and domes-

Chicago, Ill., reported jointly by the board of education, 8,700 applications dated. This is and a greater account of the

The houses are the schools are. For the boys' manual training courses of stu-

The most remarkable is where the dramatic tales. set the allure, particular attention particularly in

A nursery school sons in nurseries have evinced the care of the

There will be pupils to provide for eago.

Milwaukee has been opened in the city. The school and will air.

Philadelphia has provided in all parts double the Teachers and the recreation aid the visi- selves.

Indianapolis has been granted for summer and play and physical instruction placed in charge the movement probability,

The boat schools and ton Vaeati

St. Louis has been opened for sessions in 9 to 12 o'clock a term of as a part of and the usefulness produce a the winter minutes in manual teacher will be a teacher w recitation

VACATION SCHOOLS.

The New York City board of education has opened thirty-three vacation schools and one hundred afternoon and evening roof playgrounds, principally in the congested districts. The schools will be conducted for a period of six weeks, the playgrounds continued for two months. Fifteen playgrounds have been reserved for mothers and babies and placed in charge of kindergartners and trained nurses.

The work done in all the classes is, of course, playful. In the kindergartens the course of study deals with farm yards, fishes, gardens and builders. In the upper grades the boys and girls are diverged into distinctive lines of work, the former taking elementary and advanced woodwork, chair caning, basketry, burned leather, clay modeling, and venetian iron; the girls are occupied with sewing, dressmaking, millinery, embroidery, knitting, crocheting, basketry and domestic science.

Chicago, Ill. Eleven vacation schools, supported jointly by the woman's clubs and the board of education, have been opened. Out of 8,700 applications 7,000 pupils were accommodated. This is the largest attendance on record, and a greater number could not be accepted on account of the lack of funds.

The housekeeping instruction offered in all of the schools attracted more than 2,000 girls. For the boys there are physical culture and manual training in addition to the regular courses of study.

The most novel feature of the summer work is where the children are entertained with dramatic tales. This attraction is intended to offset the allurement of the 5 cent theater. Particular attention will be devoted to the fine arts, particularly music, painting and sculpture.

A nursery will be installed for practical lessons in nursing. Women in the neighborhood have evinced a desire to leave their babies in the care of the novices.

There will be one excursion a week for the pupils to points of interest in and near Chicago.

Milwaukee, Wis. Two vacation schools have been opened in the south and west sides of the city. The sessions will continue for six weeks and will aim at manual training and sewing. Three excursions will be taken by each school.

Philadelphia, Pa. The board of education has provided sixty playgrounds for the children in all parts of the city. This is practically double the number in existence last year. Teachers and attendants are in charge during the recreation hours, while competent instructors aid the visitors in developing their physical selves.

Indianapolis, Ind. The use of school yards has been granted to the Children's Aid Society for summer playgrounds. Outdoor gymnasium and play apparatus has been installed, while physical instructors and teachers have been placed in charge of the grounds. If successful, the movement is to be perpetual and will, in all probability, continue under public support.

The board of education voted use of four schools and playgrounds for the use of the Dayton Vacation and Playground Association.

St. Louis, Mo. Two vacation schools have been opened by the board of education. The sessions in each of the schools will be held from 9 to 12 o'clock each day of five school days for a term of six weeks. Baths will be maintained as a part of the regular course. Housekeeping and the teaching of games will aim to combine the useful and pleasurable and are designed to produce a wholesome effect on the home life of the winter. All study periods will be forty minutes in length, except cooking, sewing and manual training, in which the study periods will be an hour and twenty minutes. Each teacher will occupy her own room and hear recitations at the close of the study.

Buffalo, N. Y. Vacation school has been opened. There will be cooking, sewing, basketry, drawing, painting, iron-work, woodwork, chair caning, claymolding, papercutting, etc. A new feature this year will be the study of classical music. Perhaps a class in business writing will be formed. Boys and girls from 5 to 15 years of age are admitted.

Philadelphia, Pa. On advice and counsel from Thomas J. Beatty, the board has forbidden all kissing games on public vacation playgrounds. Dr. Beatty declared the custom not only unhygienic but an absolute spreader of disease bacteria.

New Orleans, La. One vacation school has been opened for the summer. This school will be devoted almost entirely to manual training and domestic science. A complete equipment has been installed designed to meet the needs of all grades. The location of the school will make it a vacation center for the entire city.

Syracuse, N. Y. Vacation school will be opened.

Cincinnati, O. The school board has made preparations for two vacation schools. Half-day sessions will be held for a term of six weeks and twenty-five teachers, headed by a supervisor, will be employed. Hand work, games, story telling, excursions into the country and the lighter forms of school work will be the studies.

Boston, Mass. While a large number of boys and girls appeared at the vacation schools soon after the closing of the regular school work, there were not quite so many as in former years. This summer there are more playgrounds than before, and the delights of the out-of-door life appear to offer more attractions than the work that is suggested by the school hours of from nine until twelve o'clock.

Of the numerous playgrounds seven are in South Boston, six in the South End, four in East Boston, three each in Dorchester and Charlestown, and the others scattered through Brighton, Roxbury and the North End.

For the schools and the South End playground there are eleven principals and 256 instructors, with the largest number—thirty-three—in the Lyman school, and the next largest—twenty-eight—at the Thomas N. Hart school. Besides these there are between eighty and ninety substitutes who stand ready to take the places of any of these who may drop out for any part of the term, which lasts ten weeks.

The course of instruction this season is practically the same as in former years. It consists of sewing, dressmaking, millinery, basketry, nature study, gymnastics, music, cardboard construction and drawing and floor work, but no one pupil may take more than three of the studies.

RULES AND REGULATIONS.

Watertown, Wis. A new rule designed to guide teachers and remove all questions of authority was enacted by the board and reads thus:

First—In order to maintain discipline in the public schools of this city, all teachers are required to follow the advice and instructions given by their respective principals regarding the management of their grades.

Second—Teachers who allow any infraction of friendship with their fellow teachers to interfere with the discipline of the school, or allow the same to become apparent to the pupils intrusted to their care and guidance will be discharged by the board after warning given them by the superintendent that their conduct is inimical to the discipline and interest of the school.

Hazleton, Pa. The board of education has made a ruling that teachers applying for positions must hereafter sign an agreement not to marry during the school term. This action has created the usual storm of criticism.



DR. EDWIN G. DEXTER
Appointed Commissioner of Education for
Porto Rico

Nashville, Tenn. The board of education has ruled that in selecting colored teachers for negro schools, negroes of Southern birth, Southern education and Southern ties, are to be preferred. This action is based on the theory that negroes from the north have "notions and are not familiar with Southern traditions and sentiments."

Cashmere, Wash. The use of tobacco in any form is prohibited by a ruling of the board of education. It is declared contrary to state law, and detrimental to the school and the health of the pupils. The rule includes all pupils attending school, whether fifteen years of age or over.

Chattanooga, Tenn. The rules of the board of education have been revised and so changed that the salaries of teachers in the white schools are placed at \$65 a month and in the white grammar and primary schools, \$55 with an annual increase of \$5 per school month in each case until the maximum of \$100 and \$75 respectively, is reached. In the colored high school experienced teachers start at a salary of \$55, and in the colored grammar and primary school, at \$30. In each case, the rate of increase in salary is the same as in the white schools until the maximum of \$80 and \$55, respectively, is reached. Salary increases are based entirely on length of service, while efficiency and growth are only considered in granting the original diploma. The rules of the board have lengthened the school sessions from three to four years, while French, German, Spanish and Greek are added to the curriculum as permanent studies.

Houston, Tex. The school board has repealed a rule which provided that first grade and departmental teachers should receive \$10 per month in addition to the regular schedule. In place of this, the maximum pay has been increased to \$75 per month in the seventh year of experience and \$80 in the eighth year. The new rule will not reduce the salary of any teacher but will permit grade instructors to reach the maximum now enjoyed by the rest of the staff.

Farm mutual insurance companies doing business in Illinois have been put on the black list by the state superintendent of education, much to the dissatisfaction of the officials of the companies. The farm mutual companies make a business of insuring schoolhouses. The educational authorities contend the system makes it impossible to tell exactly what the liabilities of each district are. It is insisted that every district should be in a position to tell just what its financial condition is whenever it is asked.



EDUCATIONAL EXHIBITORS IN MILWAUKEE.

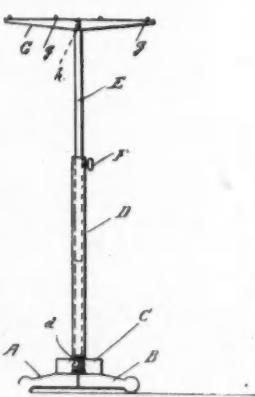
During the recent annual meeting of the Catholic Educational Association, which was held in Milwaukee July 9, 10 and 11, the following educational publishers and school supply houses made exhibits and were represented by their agents:

Allyn & Bacon, New York City, J. H. Jones; Ainsworth & Co., Chicago, Ill., W. D. Machleith; American Crayon Co., Sandusky, O., A. H. Porter; American Book Co., J. W. Crosby, Adam Schmitt; Robert Appleton Company, Chicago, Ill., E. A. Moore; M. H. E. Beckley, School Supplies, Chicago, Ill., M. H. E. Beckley; Benziger Bros. Co., New York City, Edward Ravensbyne; Central Scientific Company, Chicago, Ill.; A. H. McConnell, Frank Aronson; Thomas Charles Co., Chicago, Ill., F. V. Cann; Churchill & Spalding, Chicago, Ill., Wm. Bruce Brown; Columbia School Supply Co., Indianapolis, Ind., W. R. Moore; Devoe & Reynolds Co., Chicago, Ill., A. J. Zimmerman; Educational Publishing Co., Chicago, Ill., Miss Bertha Comee, Miss Agnes Hamill; A. Flanagan Co., Chicago, Ill., A. Flanagan; R. R. Johnson Window Shade Adjuster, Chicago, Ill., R. R. Johnson; Laird & Lee, Chicago, Ill., E. J. Goldberg; Milwaukee Dustless Brush Co., Milwaukee, Wis.; J. Krill; H. Niedecken Co., Milwaukee, Wis., Chas. Niedecken; J. J. McVey, Philadelphia, Pa., Perry Pictures Co., Malden, Mass.; The Palmer Co., Boston, Mass., F. H. Palmer; Powers & Lyon, Chicago, Ill., A. A. Huebsch; The Practical Text Book Co., Seattle, Wash., Stephen Dwan; Sadler-Rowe & Co., Baltimore, Md., G. W. Hootman; Silver, Burdett & Co., Boston, Mass., W. C. Hazzard; Schwartz, Kirwin & Fauss, New York City, D. P. Towers; Wisconsin School Supply Co., Milwaukee, Wis., J. V. Murphy; M. H. Wiltzius Co., Milwaukee, Wis., Frank Kusta; Wilson Program Clock, Milwaukee, Wis., H. B. Wilson.

The exhibits of educational publishers and school supply houses has become a permanent institution of the organization. By the action of the executive committee the plan was endorsed and will henceforth be advertised in the official program as one of the features of the association.

PATENTS.

Map Holder. Oroph Nygren, Weston, Neb. Filed Dec. 5, 1906.

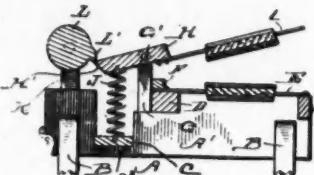


Claim.—In a knock-down map holder, the combination with a base comprising two cross-pieces provided with notches, a base block provided with a screw-threaded hole, and screws for securing the said base block to one crosspiece so that it clamps the other crosspiece; of a tube provided with a screw-threaded end portion

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which engages with the said hole, a rod slidable in the said tube and having a screw-threaded projection at its outer end, and a crossbar provided with projections for engaging the maps and having a screw-threaded hole which engages with the said projection.

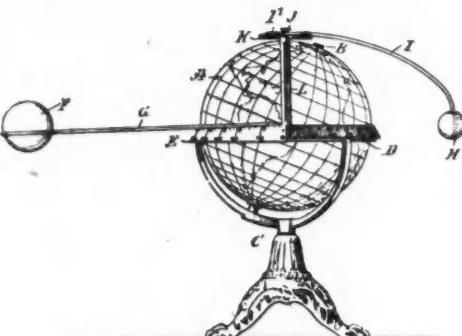
Eraser-Cleaner. Andrew Larson, Ottawa, Kans. Filed March 3, 1906.



In an eraser cleaner, the combination with a frame provided with a plurality of loops with a frame provided with a plurality of wire loops of a shaft mounted above said frame provided with a plurality of spring actuated arms carrying wire caps, and a shaft provided with spirally arranged lugs adapted to engage said arms, for the purpose described.

In an eraser cleaner, the combination with a frame mounted on legs of a cross bar arranged in said frame provided with a plurality of wire loops having their ends connected to the end of the frame, uprights secured to the sides of the frame carrying a shaft, spaced arms mounted on said shaft provided with beveled ends, springs arranged under one end of said arms, loops connected to the other end of said arms, and a shaft provided with a crank and having spirally arranged lugs adapted to engage the beveled ends of said arms, for the purpose described.

Tellurian. Charles B. Martin, Portland, Ore., assignor of ten one-hundredths to J. Fred Kennedy, Portland, Ore. Filed Jan. 4, 1907.



Claim.—1. In a tellurian, the combination with a globe and a zodiac ring, of a demonstrating device comprising a graduated ring turnable on the zodiac ring, a sun supported by the said graduated ring, a semi-ring attached to the graduated ring at diametrically opposite points and standing at right angles thereto, and a moon having a support mounted to turn at the top of the said semi-ring.

A demonstrating device for removable attachment to a globe comprising a ring representing the ecliptic, a semi-ring secured at its ends to the said ecliptic ring and at diametrically opposite points thereof, a dial fixed to the top of the said semi-ring and graduated to indicate the moon's phases and tides, and moon, and a suspending rod for the said moon and provided with a disk mounted to turn centrally on the said dial, the disk having apertures for register with the said dial graduation.

Supplies and Equipment.

Canton, O. Four hundred and eighty school desks and seventy-two backs will be furnished by the A. H. Andrews Company, Chicago, Ill., at \$1,179.12.

Mr. Jesse C. Moore, president of the Columbia School Supply Company, Indianapolis, attended the convention of the National Educational Association at Los Angeles.

(Continued on Page 20)



Montana. The following have been added to the list of text books recently adopted by the state text book commission for five years: Language and grammar, Arnold's Pencil and Pen, Ginn & Co.; Webster Cooley grammar, Houghton, Mifflin & Co.; Emerson Bender grammar, Macmillan Company; supplemental, Hyd's books I and II, D. C. Heath. Readers: Wheeler's primer, Wheeler & Co.; Graded Literature readers 1 to 6, C. E. Merrill Company; Literary Readings, Curry, for seventh and eighth grades, Rand, McNally & Co. The foregoing constitute the basic text books. Riverside Literature series, Houghton, Mifflin & Co.; Rational readers, manuals and primers to the third grade, Silver, Burdett & Co.; Art Literature series, Folk Lore, Atkinson, Mentzer & Grover; Wide Awake, Little Boy Blue and His Friends, Brown & Co.; Stepping Stones to Literature, Silver, Burdett & Co.; Pettibone's reading charts, Globe Publishing Company.

The new school book law enacted during the last session of the Indiana legislature promises to cause no end of trouble in many counties of the state, both to the county boards of education and educational publishers. Should the book companies decide to oppose the law, it will remain inoperative in part of the state for several years, and finally, perhaps, defeat its own object.

The new law requires that county superintendents of schools appoint a county book dealer, who is to handle the text books for the county. This book dealer in turn appoints sub-dealers throughout the county, receiving for such labors a commission of 15 per cent from the book publishers. Many of the publishers declare they cannot afford the additional 15 per cent commission and hence, in accordance with the new law, which goes into effect after the old contracts have expired, will demand the fulfillment of the original contracts.

It is understood that the Indiana School Book Company of Indianapolis; Ginn & Co., Chicago; D. C. Heath & Co., Chicago; Macmillan & Co., Chicago; Benjamin H. Sanborn & Co., Chicago; Silver, Burdett & Co., Chicago, and Longmanns, Green & Co., New York, have absolutely refused to cancel contracts for books and abide by the Indiana law until the expiration of present contracts. The book publishers are said to be strongly against the new law and propose to fight it.

Easton, Pa. At a joint meeting of the school board and teachers the system of penmanship for the schools was changed from the vertical to the medial. The Ginn & Co. new copy books were adopted at 48 cents a dozen. Collars' Practical Latin Prose Composition has been replaced by D'Ooge's Latin Composition. For the commercial department of the high school it was decided to adopt Moore & Miner's Commercial Arithmetics for use in the junior year and Powers & Lyons' Modern Accountant for use in the sophomore year.

Freeport, Ill. On recommendation of the committee on text books and course of study the following changes have been made: The Graded Literature Readers have been substituted for Stepping Stones to Literature; Millikin & Gale's Physics will replace Wentworth & Hill's; Barnes' Semi-slatant Method of Penmanship will give way in favor of the Arm Movement Method of Writing.

(Concluded on Page 18)



A Scientific French Horn. Compiled with Francis Harold Massachusetts Illustrated. 334 pages Series of Modern Burdett & Company.

These pages terms. They were recent story, an essay. Still, in this reader can in and out of the up of articles of ideals since therefore, that and the interest.

Some of the Simplon, The By-products Turbines, Effect Great Furnaces, Photography in The of physics and geometry—the achievements from Berthold scientists of bestow only with which the background of

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The clarifications of the articles will add to the but will give scientific works Fingerposts.

By Walter McClurg &

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These es concerned who are in enrichment thoughts ungraded list enter twent sentences, book. The earnest bu dians.

Then fo outlining information desirable and the school unusually on "Illus has the child bo trated. ones."

**A Scientific French Reader.**

Compiled with notes and vocabulary by Francis Harold Dike, instructor in French, Massachusetts Institute of Technology. Illustrated. 334 pages. Price \$1.00. The Silver Series of Modern Language text books. Silver, Burdett & Company, Boston, New York, Chicago.

These pages fairly bristle with scientific terms. They will not attract those wishing a recent story, a sparkling play, or a critical essay. Still, in these days of applied science, this reader can hardly fail to fill a large place in and out of the classroom. It is mainly made up of articles from the issues of various periodicals since the year 1900. The language is, therefore, that used today by scientific men, and the problems discussed are of current interest.

Some of the titles are The Boring of Mt. Simplon, The Ventilation of Great Tunnels, The By-products of Ocean Fisheries, Steam Turbines, Effect of Drying the Air Used in Great Furnaces, The Bridge at Soissons, Photography in Three Colors. Abstract problems of physics and chemistry, of algebra and geometry—the foundation of so many modern achievements—are also discussed. Selections from Berthelot, Buffon, Saplace and other great scientists of France in the past add the dignity bestowed only by time. The breadth and power with which they handle great principles give a background of authority.

The notes and vocabulary are compact, yet sufficiently full, while "a list of proper names," giving information about persons and places named, throws much light upon the text.

The clarity of the style meets the requirements of the subjects. A careful study of these articles will not only enlarge the vocabulary and add to the definite knowledge of the reader, but will give some idea of the varied and exact scientific work done in "la belle France."

Fingerposts to Children's Reading.

By Walter Taylor Field. 224 pages. A. C. McClurg & Co., Chicago.

A shrewd observer once said of a sparsely, even scantily, yet suitably furnished bedroom: "It is not what one has not, but what one has, that condemns one." If this be true of things material, is it not equally true of things mental? Is not time wasted on the ordinary book, when it might be used on the great book?

These essays are addressed to all "who are concerned with the education of the child, and who are interested in the enlargement and enrichment of his life." After some pertinent thoughts upon the influence there is given a graded list of each title for home reading, covering twelve years. With each title are a few sentences, stating the nature and scope of the book. These comments are true fingerposts to earnest but poorly informed parents and guardians.

Then follows a chapter on reading in school, outlining the character of reading, packed with information and suggestion, chapters on desirable and undesirable material for the public, the school, the Sunday-school library. Some unusually good points are made in the chapter on "Illustrating Children's Books." The author has the courage to write: "Do not buy the child books which are falsely or poorly illustrated. Better no pictures at all than wrong ones." The last chapter is devoted to the

origin and growth of Mother Goose, whose jingle, nonsense, action, and quaintness has attracted generations of children. One must always choose; help in choosing reading is indeed a help.

Pictures are commended in which appear a pure, bright color, a broad, simple treatment, action, animals, faces of beautiful children.

In the Days of Goldsmith.

By Tudor Jenks, author of "In the Days of Chaucer," "In the Days of Shakespeare," "In the Days of Milton," "In the Days of Scott," etc. 275 pages. A. S. Barnes & Co., New York.

In the Days of Goldsmith we have an attempt to sketch the political, industrial, social and literary phases of the 18th century life in England. Goldsmith's place in social and literary circles is given in detail. His character as a man is defended. The fine literary quality of his best work is recognized.

These various sidelights make the index particularly useful. For the benefit of young readers a brief bibliography has been given. An appendix contains the chief dates relating to Goldsmith's life and works.

The Training of the Human Plant.

By Luther Burbank. 16mo., 99 pages. Price, 60 cents net. The Century Co., New York.

Crossing of species, selection, environment, are the keynotes of these pages. That a nation having diverse but wholesome strains of ancestry should develop force and character is, almost, an historical truism. Our wizard of plant-life is a believer in this theory—thinking that in a wisely directed crossing of species, rests the hope of all progress. By hundreds of thousands, immigrants of many nationalities annually enter our country. What a place for a mighty mingling of races! Children are the plastic materials on which to work. Our author demands for "the sensitive child an heredity and environment of love; differentiation in training; the enjoyment of sunshine, good air, and nourishing food." A vigorous protest is made against the overcrowding of children. "No boy or girl should see the inside of a schoolhouse until at least ten years old. I am speaking of the boy or girl who can be reared in the only place that is truly fit to bring up a child or a plant—the country." Remembering that our cities are rapidly growing this sounds rather utopian. But there is no manner of doubt about the country being the place of places for young, growing things. Here, as Longfellow sang of Agassiz: "Nature, the old nurse, will take the child upon her knee, saying, 'Here is a story-book thy Father hath written for thee!'

In clear, vigorous terms the author discusses the marriage of the physically unfit, heredity, training, growth, character. Our metropolitan papers have quoted his opinion that if "a dozen normal families, the result of some one of the many blendings of these native and foreign stocks," could live by themselves under ideal conditions, more could be accomplished for the race in ten generations than can now be accomplished in a hundred thousand years." This, too, sounds utopian; but the marvelous of one century has already become the commonplace of succeeding centuries.

Pointed sentences and paragraphs are frequent. Here are two out of many: "Preserve beyond all else as the priceless portion of a child the integrity of the nervous system. Upon this depends their success in life." "Heredity is simply the sum of all the effects of all the environments of all past generations on the responsive, ever-moving life-forces." Those who think of heredity unchangeable, inflexible as Greek fate, would do well to consider it may be greatly modified.

Lovers of their kind can find many suggestions in this book, dedicated to "the sixteen million public school children of America and to the untold millions under other skies."

Laird & Lee's Guide

Historic Virginia and the Jamestown Centennial, including the many historic spots of the Old Dominion, with maps, diagrams, automobile routes and directions for visiting the famous battlefields of Virginia. Published by Laird & Lee, Chicago.

In Part I of this volume the Dawn of American History is briefly related and then follows a description of the birth of the nation and its Virginia setting. This includes Hampton Roads, the gateway of America, with accounts of the stirring battles fought there; Portsmouth, the government workshop; Newport News, the world's greatest shipyards; Hampton, the oldest continuous settlement in the United States; Old Point Comfort and Fortress Monroe, America's Gibraltar; Jamestown, the cradle of the republic; Richmond, the city of chivalry, etc. All these points of interest are carefully described in detail.

Part II is given up to an account of the exposition in brief. Here all necessary information is given for the visitor, such as time of opening and closing, admission, ground plan, buildings, etc. There are also some carefully considered automobile routes given. A complete cross index adds to the value of the book as a guide.

A student of American history or geography will find the book very helpful. Any one anticipating attendance upon the Jamestown expo will find his pleasure and profit from the trip doubled if he will read this book now and carry it with him for reference on his trip.

It is an invaluable reference book of permanent value for home or school use.

Webster's New Standard Dictionary.

Elementary school edition. Compiled by E. T. Roe, L. L. B. 384 pages, 450 text engravings, black silk cloth, gold stamping. Price, 25 cents. Laird & Lee, publishers, Chicago.

This is the latest lexicon to be added to the Laird & Lee series of school dictionaries. It has been prepared with a view of furnishing a comprehensive yet concise dictionary suited especially for the needs of children in the primary grades.

Among the features of the book may be mentioned:

The degrees of adjectives, plurals of nouns, irregular forms of verbs, proper nouns indicated by capital initials, and many new words and definitions now appearing in a work of this kind for the first time. Key to diacritical markings is at the foot of each page. Special departments are: Rules for spelling, American weights and measures and abbreviations in common use, evolution of diacritical marks and signs used in writing and typography. Both the regular and reformed spelling are given in alphabetical order.

BOOKS RECEIVED.

Nature Studies on the Farm. By Charles A. Keffer, University of Tennessee. Cloth, 12 mo. 154 pages, with illustrations. Price, 40 cents. American Book Company, New York, Cincinnati, Chicago.

Elementary French.—A text-book for beginners. By Fred D. Aldrich, Worcester Academy, and Irving L. Foster, Pennsylvania State College. 12mo., cloth. 329 pages. List price, \$1.00; mailing price, \$1.10. Ginn & Co., Boston, New York, Chicago.

The Essays of Elia.—By Charles Lamb. Selected, with biographical sketch, bibliography and notes. Price, cloth, 40 cents; paper, 30 cents net, postpaid. Houghton, Mifflin & Co., 4 Park St., Boston.

(Continued under Text-Book Directory.)

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BOOKMEN AT LOS ANGELES.

The Pacific coast bookmen were in attendance at the Los Angeles convention in great numbers. A few of the eastern managers were there, but the majority were not to be seen. Among the bookmen who were there may be mentioned:

Allyn & Bacon: Forrest C. Bailey, San Jose, Cal.

American Book Company: John Arthur Green, Mgr., New York City, Frank A. Fitzpatrick, Mgr., Boston, Mass., Major A. H. Clancy, St. Paul, Minn., J. M. Green, Trenton, N. J., Adam F. Gunn, Mgr., San Francisco, Cal., C. E. Brown, Cleveland, O., Samuel B. Todd, Chicago, Ill., James O. Osborn, Los Angeles, Cal., D. J. Sullivan, Portland, Ore., P. J. Woolsey, San Francisco, Cal., Charles C. Hughes, San Francisco, Cal.

D. C. Heath & Co.: C. H. Ames, Boston, Mass.

The Macmillan Company: Jesse A. Ellsworth, New York, T. D. Morehouse, Chicago, Ill.

W. H. Wheeler & Co.: W. C. Fidler, Chicago, Ill.

Rand, McNally & Co.: R. H. Allen, Chicago, Ill.

University of Chicago Press: W. C. Gore, Chicago, Ill.

Silver, Burdett & Co.: W. G. Hartranft, Mgr., San Francisco, Cal., Harry Linscott, Berkeley, Cal., and L. A. Traver, Pendleton, Ore.

D. C. Heath & Co.: G. H. Chilcote, Berkeley, Cal., Charles F. Scott, San Francisco, Cal.

Educational Publishing Company: J. H. Mitchell, San Francisco.

Milton Bradley Company: H. O. Palen, San Francisco, Cal.

Ginn & Co.: S. C. Smith and A. E. Shumate, San Francisco, Cal.

AMONG BOOKMEN.

Robert Foresman, head of the music department of Silver, Burdett & Co., was on the program for an address at the Los Angeles convention. He was, however, unable to attend.

E. L. Bailey, superintendent of public schools of Jackson, Miss., for several years past, has announced his retirement. He will represent Ginn & Co.



A. W. Chambers Jas. F. McCullough W. H. Maddock
as they appeared after visiting Senator Clark's
Copper Mine.

Mr. C. S. Dobson represents the Educational Publishing Company in the state of Ohio and looks after periodical publications and textbooks of the firm.

Mr. O. L. Woolley, who represents the Macmillan Company in Indiana, is temporarily in southwestern Missouri. As Mr. Woolley expresses it, he is scraping the Ozarks for business for the Macmillan Company.

Mr. E. L. Cummings is New York agent for the Milton Bradley Company and is located at Lyons.

Mr. E. L. Middleton, formerly representative for J. B. Lippincott Company at Cary, N. C., is now principal of Cary high school. During the summer months he is vacation bookman.

Mr. E. E. Bush represents the Prang Educational Company in Illinois, Michigan and Ohio.

Mr. J. H. Rowlands, formerly agent for Benj. H. Sanborn & Co., has accepted a position as agent for Silver, Burdett & Co. in Ohio. Mr. Rowlands makes his headquarters at Columbus.

Mr. Turner, formerly of Ohio, who is now in the Missouri campaign, will work from the New York office.

The bookmen who represented their firms in Boise for the Idaho state adoptions enjoyed a banquet on the evening of the day when the decision of the text book commission was announced. The following attended:

American Book Company, S. B. Todd, J. N. Hunt; D. Appleton & Co., William I. Crane; Atkinson, Mentzer & Grover, Charles F. Atkinson, C. J. Hobek; B. D. Berry & Co., B. D. Berry; W. C. Doub & Co., J. M. Eppstein, Mr. Shearer; Educational Publishing Company, J. H. Mitchell; Ginn & Co., Milton Ganz; D. C. Heath & Co., L. J. Phebus, Daniel Miller, G. H. Chilcote; Houghton, Mifflin & Co., Roland Hebdon; Little, Brown & Co., Mr. Parker; The Macmillan Company, Mr. Seaver, Jesse E. Ellsworth; Prang Educational Company, Mr. Jacobs; Charles E. Merrill & Co., Z. C. Spencer; Rand, McNally & Co., Mr. Cowgill and W. S. Robinson; Benj. H. Sanborn & Co., E. B. Blackburne; Charles Scribner's Sons, Byron A. Kilbourne; Scott, Foresman & Co., O. G. Sherman; Silver, Burdett & Co., H. A. Linscott; W. G. Hartranft; Wheeler & Co., W. H. Wheeler, W. C. Fidler.

D. B. Albert, formerly superintendent of schools at Silver Creek, N. Y., represents Charles E. Merrill & Co. in Ohio and western Pennsylvania. Mr. Albert makes his headquarters at Erie, Pa.

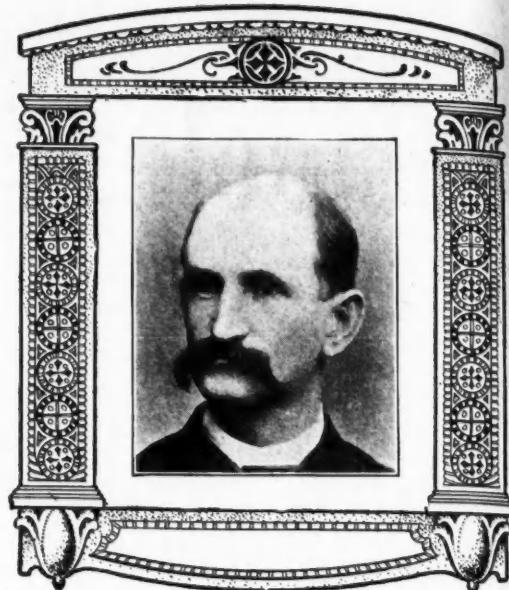
Mr. A. D. Perkins, agent for D. C. Heath & Co., has established a summer home at Sodus Bay, a famous fishing resort on Lake Ontario. Mr. E. L. Cummings, Lyons, N. Y., representing Milton Bradley Company, also makes his summer home at Sodus Bay. It is stated, on good authority, that Messrs. Perkins and Cummings have in preparation a book, inspired by the drinking water and lake breezes of Sodus, entitled: "Yarns Hatched 'Round Foaming Waters."

Mr. Thomas B. Lee, formerly with Christopher Sower Company, has left the book business and entered the engineering department of the C. W. Hunt Company, West New Brighton, New York.

Bowen Changes.

F. W. Bowen, for twenty-seven years the New Jersey representative of Christopher Sower Company, severed business connections on May 13, 1907, with that company to become the New Jersey state agent for the D. C. Heath Company. He replaces E. W. Harvey, who, at his own request, was transferred to Ohio.

In discussing the change, Mr. Bowen says: "I was with the Christopher Sower Company



T. W. BOWEN
New Jersey Representative for D. C. Heath & Co.,
Camden, N. J.

for nearly twenty-seven years. In all that time never, so far as I know, was there an unkind feeling of any kind between us. Our relations were always of the pleasantest. I have only praise for every member of the firm. To leave them after so long and pleasant service was like a child of twenty-one leaving home to go out in the world and begin for himself."

Mr. Bowen still resides at Camden, N. J., but receives all friends in the New York office. Though a veteran bookman in point of years, disposition and an excellent nature keep him young in spirit, healthy in body, and mentally as active as ever.

TAKE A RECORD.

See How Many Friends Are Hurt by Coffee.

It would be just as reasonable for a temperance advocate to drink a little diluted whisky as to drink coffee, for one is as truly an intoxicant as the other, and persistence in the use of coffee brings on a variety of chronic diseases, notorious among which are dyspepsia, heart palpitation (ultimately heart failure), frequently constipation, kidney troubles, many cases of weak eyes and trembling condition of the nerves.

These are only a few of the great variety of diseases which come from an unbalanced nervous system, caused by the persistent daily use of the drug, caffeine, which is the active principle of coffee. Another bit of *prima facie* evidence about coffee is that the victims to the habit find great difficulty in giving it up.

They will solemnly pledge to themselves day after day that they will abandon the use of it when they know that it is shortening their days, but morning after morning they fail, until they grow to despise themselves for their lack of self control.

Any one interested in this subject would be greatly surprised to make a systematic inquiry among prominent brain workers. There are hundreds of thousands of our most prominent people who have abandoned coffee altogether and are using Postum Food Coffee in its place, and for the most excellent reasons in the world. Many of them testify that ill health, nervous prostration, and consequent inability to work, has in times past pushed them back and out of their proper standing in life, which they have been able to regain by the use of good health, strong nerves, and great vitality, since coffee has been thrown out and Postum put in its place. "There's a Reason." Read "The Road to Wellville," in pkgs., it has been called "a health classic," by some physicians.

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Among Boards of Education

Newark, N. J. The conduct of the members of the common council and of the board of education of Newark was the subject of a presentment by the Essex county grand jury to Chief Justice Gummere, in Newark. Referring to the board of education, the jurors say enough transactions of a doubtful nature were disclosed to warrant a probing of school affairs by a citizens' commission.

The presentment says:

"We find many of the members of the board of education not fitted for their office; ignorant of educational work; inexperienced in large affairs, and unable to add dignity or efficiency to our schools. Work is divided among members as spoils of office, according to the districts they represent.

"The quarrels which take place in public over principals, teachers, salaries, plumbing, pianos, real estate, buildings and other things are a disgrace to our city.

"There are worthy men on the board. We are simply speaking of what we find to be true in general. The number of commissioners is too large and they are not up to the level of the great public enterprise they try to manage.

"A large board chosen from the several wards and by the methods by which they are now selected, leads to the election of incompetents. The blame rests, therefore, first of all on the citizens.

"The worst feature of the present situation is not the loss of the taxpayers' money so much as the demoralization of the schools. No matter how fine our schoolhouses or how efficient our teachers, the work of training our children cannot be well done, cannot make for good citizenship, until the people place at the head of our school system a body of men representing the best intellect and character of our city, instead of men, as at present, elected for political reasons, without reference to character or ability. No stream can rise higher than its source.

"The public schools of our city are tainted by the atmosphere which emanates from our board of education."

The entire school board of the DeSoto parish of Louisiana has been removed by the governor of the state and a new coterie of members placed in its stead. The trouble which led to the removal of the entire school board dates back to the decision of the state board of education more than two years ago, when that body decided to have none but trained school men at the head of the public school systems of the different parishes. At the time of the ruling Supt. Goss of the DeSoto parish did not come up to the standard of a practical educator, as fixed by the board.

At its last meeting the state board directed that the school board of DeSoto parish accept the resignation of Parish Supt. Goss, or resign themselves, and the governor was directed by the state board to remove the DeSoto parish board if that board did not accept the resignation of Supt. Goss.

The DeSoto parish board refused to dispense with the services of Supt. Goss, and the governor has now appointed a new board, which will proceed to elect a new parish superintendent of education for DeSoto parish.

The complication is, however, not relieved by this action. The old board refuses to surrender the records and seal of office until a final ruling has been secured from the supreme court.

Schenectady, N. Y. The resignation of seven

of the ten members of the board of education was demanded by the mayor as a result of the release given John T. Freeman, superintendent of schools, without public hearing. The mayor had requested his retention until January, 1908.

Oak Park, Ill. The board of education has circularized the parents of all boys and girls who will be in the first and second year of the high school next fall, telling of the danger the board sees in the secret societies and urging that non-support kill them.

RECENT LEGISLATION.

Pennsylvania. A bill to establish schools for adults, including foreigners, and providing for instruction and employment of teachers for the same has become a law.

Pennsylvania. A law has been passed fixing the minimum salary of teachers holding provisional certificate at \$40 and for teachers having professional, permanent and normal school certificates at \$50.

Wisconsin. The state legislature has passed a law creating a Wisconsin state teachers' agency, which provides that all public school teachers in the state, by paying a membership fee of \$2 to the commissioner of labor and industrial statistics, may avail themselves of the services of this bureau in their efforts to secure positions in any of the public schools of the state free from any other charges whatsoever.

Wisconsin. The Poss bill giving the city of Milwaukee a school board of fifteen members to be elected at large, the first board to be appointed by a commission consisting of the mayor, president of the common council, city attorney, city treasurer and city comptroller, has passed both the senate and house and received the signature of the governor.

Wisconsin. The state legislature has passed a bill providing that school district boards or boards of education have power to authorize the use of the school building for public entertainments and to charge an admission fee when these entertainments are given under the direction and control of the school authorities.

This action is the result of a recent decision handed down by the state superintendent of public instruction, who affirmed that school buildings could not be used for entertainments designed to produce a profit.

Utah. The right to establish a retirement or pension fund is granted each community by the action of the last state legislature.

Under the new law a retirement committee of seven shall have charge of and distribute the funds. The committee is to be composed of two members of the board of education, the city superintendent of schools, the clerk of the board, and three teachers selected from among the petitioners. The treasurer of the board is to be the treasurer of the commission.

The commission shall have charge of all retirements and the money is to be provided from the following sources: Results of the call for a donation of 1 per cent on each check paid by the school board; the reduction of the wages of teachers who are unable to teach a few days in the year. The proceeds of this fine are to be turned over to the association.

BUSY SUPERINTENDENTS.

Elizabeth, N. J. Dr. William J. Shearer, superintendent of schools, will be succeeded in



MR. F. L. BEGGS,
President, Board of Education
Newark, Ohio.

that office by Richard E. Clement, principal of one of the local schools. The election, which is for a term of seven years, developed into a fight between the superintendent and one of the principals. While not long drawn out, it was a close fight, with the board finally favoring Mr. Clement.

Wichita, Kas. The salary of Supt. R. F. Knight was increased from \$2,000 to \$2,500 per year.

Supt. Edwin G. Cooley was re-elected head of the Chicago school system by a unanimous vote of the board of education. The drastic measures resultant from a sudden change in the municipal government of the city removed the impending danger of an untimely removal.

Supt. E. G. Cooley of Chicago has attracted national attention by his statement that girls should wear graduation frocks made by themselves and not exceeding 75 cents in cost. Newspaper comment throughout the country seconded Supt. Cooley's idea.

It has been estimated conservatively that Kansas will be afflicted with a teacher shortage amounting to one thousand.

MEAT OR CEREALS.

A Question of Interest to All Careful Persons.

Arguments on food are interesting. Many persons adopt a vegetarian diet on the ground that they do not like to feel that life has been taken to feed them, nor do they fancy the thought of eating dead meat.

On the other hand, too great consumption of partly cooked, starchy oats and wheat or white bread, pastry, etc., produces serious bowel troubles, because the bowel digestive organs (where starch is digested) are overtaxed and the food ferments, producing gas, and microbes generate in the decayed food, frequently bringing on peritonitis and appendicitis.

Starchy food is absolutely essential to the human body. Its best form is shown in the food "Grape-Nuts," where the starch is changed into a form of sugar during the process of its manufacture. In this way the required food is presented to the system in a pre-digested form and is immediately made into blood and tissue, without taxing the digestive organs.

A remarkable result in nourishment is obtained; the person using Grape-Nuts gains quickly in physical and mental strength. Why in mental? Because the food contains delicate particles of Phosphate of Potash obtained from the grains, and this unites with the albumen of all food and the combination is what nature uses to rebuild worn out cells in the brain. This is a scientific fact that can be easily proven by a ten days' use of Grape-Nuts. "There's a Reason." Read "The Road to Wellville," in packages.

DAY SCHOOLS FOR DEFECTIVES.

By C. G. Pearse.

(Concluded from Page 7.)

dren under the usual conditions. Sometimes these children are so deformed or otherwise abnormal that they ought not to be associated with or in sight of the children in the regular classes. For such special cases classes of crippled children are formed where, in rooms specially adapted to their needs, where they may have more freedom and the sympathetic care of specially qualified teachers, they may in greater comfort make progress toward a more complete education, which shall enable them to overcome in some degree the handicap they bear and to become more nearly normal members of society.

The Mentally Deficient.

The public schools have also found it practicable to care in day schools for a class of children deficient in mentality. These children are not, strictly speaking, feeble-minded; they are not so lacking in the power of self-direction or self-control as to be unable to move about the streets from their homes to the school or upon other business without guidance, but the powers of their minds are deficient to such a degree that they cannot, with profit, receive the instruction given to normal children in the public schools. They verge towards the class which can never become wholly self-sustaining and self-supporting. These, when provided with trained teachers, taught in rooms equipped for handwork and permitting greater freedom and greater variety of employment, frequently show great progress toward normal development and in other cases are kept from falling into habits of inattention and from the discouragement which comes from repeated failure. They are often kept, too, from falling into an unhappy attitude which is frequently marked by antagonism toward the school, its instrumentalities and regulations or frame of mind which is apt later to develop into a feeling of antagonism toward the society with which they are surrounded and its wholesome regulations.

These special lines of educational investigation and educational practice are marking a higher development of our educational system, —a greater appreciation of our responsibility toward those children who depart from the normal and a better understanding of the value to the state which comes from a more intelligent and more skillful application of our educational system to meet the needs not only of the normal, but of all the children of the state.—Address.

TEXT BOOK NEWS.

(Concluded from Page 14.)

Erie, Pa. Books used in the past were ordered omitted as follows:

Watkins' American Literature, Hoadley's Physics, Jordan & Heath's Animal Forms, Jordan & Price's Manual of Zoology, Allen & Greenough's Latin Grammar, and Frye's Elements of Geography.

Books were ordered added as follows: Gan-

JUST PUBLISHED**THE DEWEY SPELLING BOOK**

By EDWARD M. McLOUGHLIN
Principal Dewey School, Chicago

If you are contemplating the use of a spelling book, it will pay you to become acquainted with this one.

Cloth. 150 Pages. Mailing Price, 30 Cts.

Educational Publishing Company

228 Wabash Ave., Chicago 18 E. 17th St., New York
50 Bromfield St., Boston 2046 Center St., Berkeley, Cal.

nett, Garrison & Tous-
ton's Commercial Ge-
ography, Abernethy's
American Literature,
Cutter & Sorelle's Ra-
tional Typewriting,
Carhart & Clute's
High School Physics,
Jordan's Animal Life,
Frye's First Steps in
Geography, and Col-
ton's Zoology.

Trenton, N. J. On
recommendation of the
committee on text
books the following
books were placed on
the approved list for
the schools of the city:
McPreson & Hender-
son's Chemistry, Gar-
diner, Kittredge & Arn-
old's Manual of Com-
position and Rhetoric,
Gayley's Classic Myths,
and Webster's New
Standard Dictionary.

Supt. O. J. Kern's
"Among Country
Schools," published by
Ginn & Co. of Boston,
has recently been
adopted by the educational
authorities of the
state of South Dako-
ta as one of the
books in the reading
course which it is com-
pulsory for teachers
and applicants for
teachers' places to read.

South Dakota is the
fourth state to adopt
the noted Winnebago
county educator's work,
the other three being
Colorado, Nebraska and West Virginia.
Prospects are that within a few months the book
will have become adopted by several other
states. The adoption of the book by South
Dakota means a sale of some 5,000 volumes,
and as Nebraska will probably take 7,000 vol-
umes, and Colorado and West Virginia about
5,000 each, it means that nearly 25,000 volumes
of the work will be circulated in these states
alone.

Salem, O. Scott & Southworth's Lessons in
English, Books I and II adopted.

Newark, N. J. Frye's geographies have been
placed on the supplementary list.

Toronto, Can. The Canada Publishing Com-
pany has been awarded a contract by the On-
tario government for new school readers at the
following retail prices: First reader, part one,
5 cents; part two, 7 cents. Second reader, 9
cents; third reader, 13 cents; fourth reader, 15
cents. The aggregate retail cost for a set at the
new prices will be 49 cents, compared with \$1.15
on existing prices.

Newburgh, N. Y. At the meeting of the
school board the committee on text books and
supplies recommended the following adoptions:
Walsh's Arithmetics, Milne's Elements of Al-

Isaac Pitman Shorthand**SPEED WITH ACCURACY****First International Contest**

The First International Speed Contest, Baltimore, April 14, 1906, was open to the world for writers of less than ten years' experience. The adjoining diagram represents the results—the ISAAC PITMAN SYSTEM in the lead, the winner, attained a net speed of 150 per minute.

Second International Contest

At the Second International Speed Contest, Boston, March 30, 1907, the Supremacy of the Isaac Pitman System was again demonstrated by the winning of both the Egan International Cup and Miner Gold Medal by writers of the Isaac Pitman Shorthand. The winner of the Cup attained a gross speed of 225 words per minute.

The Best Text-book

"We are getting excellent results with Isaac Pitman's 'Course in Shorthand,' and we expect to save almost a term by the use of it. All of our shorthand teachers praise it highly."—Edwin A. Bolger, Teacher of Isaac Pitman's Short-
hand, Commercial High School, Brooklyn, N. Y.

"I am delighted with your 'Course' and believe it will revolutionize the teaching of shorthand. It appeals to me as one of the most teachable books it has ever been my pleasure to examine. I don't find a superfluous thing in it."—P. B. S. Peters, Teacher of Isaac Pitman Shorthand, Man-
ual Training High School, Kansas City, Mo.

"I know of no subject taught in the high schools that is capable of giving more cultural and practical benefit to the students, than shorthand, if it is properly taught. I have examined your 'Course in Shorthand' very carefully, and am pleased to state that I consider that the simple grading—with sentences and position-writing from the first lesson, the logical arrangement and the pedagogical presentation combine to make it the most perfect American shorthand text-book ever published. It should do much to increase the popularity and efficiency of this subject in the high schools as well as in the business schools."—Woodford D. Anderson, Ph. D., Washington Irving High School, New York City.

Send for "Some Points," and a copy of "Pitman's Journal."

ISAAC PITMAN & SONS, 31 Union Sq., New York

Publishers of "Course in Isaac Pitman's Shorthand," \$1.50.

"Practical Course in Touch Typewriting," 50 cents.

Adopted by the New York High Schools.

gebra, and Spencer's practical writing books.
The report was adopted unanimously.

THE BASIS OF GRADING TEACHERS' SALARIES.

(Concluded from Page 4)

ment in salaries with greater efficiency among
teachers, the great army of teachers are not
anywhere objecting to higher standards, as well
as higher salaries. The great army of teachers
appreciate the fact that the schools are for the
children, and that it is only by accident that
any person happens to be called to serve the
public in teaching. They realize that the pri-
mary function of the school is to protect the
public against the dangers of an illiterate and
ignorant citizenship; that by increasing the
quality of the teaching done, they increase the
efficiency of these schools for the people, while
at the same time they increase the remunera-
tion, social and pecuniary, for the teachers
who are able to meet the requirements. My
hope is that they will also recognize the danger
to the schools as well as the danger to them-
selves of the competition of the incompetent
teacher.—Address.

The Riverside Literature Series — 190 VOLUMES

It contains more copyrighted material than any other literature series for school and college use.
It contains the only authorized school editions of Longfellow, Whittier, Hawthorne, Lowell, Holmes,

Emerson, and other American authors.

Its annual circulation, which has more than doubled in 12 years, is now over 1,100,000.

It is used in every State, Territory, and Dependency of the United States and in all the Provinces of Canada.

Prices, 15 cents, paper, or 25 cents, cloth, for each of 150 volumes; and upwards for each of 40 other volumes.

Free upon Request — an illustrated Catalogue with complete Table of Contents.

HOUGHTON, MIFFLIN & CO. BOSTON NEW YORK CHICAGO

THE POSITION
Taken by
Mace's School History
of the
United States

is of importance to all educators.
Recognized by

WASHINGTON, D. C.,

as a work of first rank for graded schools, it is adopted by the City and District. The following letter speaks for itself:

"I have the honor to inform you that the Board of Education of the District of Columbia (including the City of Washington), at its meeting on Wednesday, February twentieth, adopted Mace's United States History for use in the schools of the District of Columbia." Barton W. Evermann, Chairman of the Committee on Text-Books, Board of Education of the District of Columbia, Washington, D. C.

**THE STATE OF IDAHO
ADOPTS THE BOOK**

What the history means to those who have tested it.

"Our teachers with one accord proclaim the Mace History better adapted for use in the grades than any other history they have ever used. The simplicity of language, clearness of description, and accuracy of statement are features which commend this book most highly." W. E. Maddock, Superintendent of Schools, Superior, Wis.

"Our teachers state in no uncertain terms that after the use of Mace's School History of the United States, they find the pupils better prepared than ever before. The students display a livelier interest in history, and a fuller comprehension of the subject." Charles E. White, Principal of Franklin School, Syracuse, N. Y.

"The life of the nation in its social and industrial aspects is admirably treated. The style is remarkable for its simplicity. The book has given abundant satisfaction in the schoolroom." James M. Walsh, Principal of Irving School, Dubuque, Ia.

"Mace's School History of the United States is the adopted text of our school, and I feel satisfied that as a brief history, it is the most usable text published." J. D. Allen, Principal of Delaney School, Philadelphia, Pa.

Rand, McNally & Company
Chicago London New York

Thomas Y. Crowell & Co. announce a New Handy Information Series which adds several little volumes to their former series of similar works. Among them are: How to Keep Well, Handy Book of Synonyms, Handy Book of Card Games, and How to Play Chess. There are fifteen such practical titles in all, each carefully compiled from the best authorities, and obtainable at a popular price.

Among the cities which have recently adopted the Prang books are Peoria, Springfield, Paris, and Mattoon, Ill.

The books adopted for the Chickasaw Indian Reading Circle at Guthrie, Okla., are Kemp's History of England, Ladd's Primer of Psychology, and Balcomb's Outlines of Agriculture.

Peoria, Ill. The text book committee of the board of education has adopted the policy of

continuing one set of books from four to six years. Fewer changes will not be made save in radical situations.

The states of Idaho and Montana have adopted the B. D. Berry & Co. school writing books for a period of five years.

Essential Studies in English, book I, Language, book II, Grammar, have been adopted in Oshkosh, Wis., and Whitewater county, Ill.

The comparative uniformity of preparation required for entrance to the colleges of the United States, accomplished through the institution of a "Board on College Entrance Requirements," has made it possible to prescribe specifically the work which must be done by the student in order to prepare for examination. Ginn & Co. have recently printed a convenient and complete list of the requirements in English. Copies will be sent postpaid to any address on request.

Cleveland, O. Despite the petition of 15,000 citizens of all nationalities that the German be abolished in the lower grades, the school board has re-engaged the entire staff of teachers at an expense of \$100,000 per annum. German in high schools was not objected to. It was merely demanded that the language be placed on an equal basis with other foreign languages.

The Washington township school board has made the following changes in text books: The Natural Geography was displaced and Frey's adopted. The Continental Readers were superseded by Jones' Readers. Maxwell's Steps in English replaced Farwell's Language Lessons.

The Ford county, Ill., school township convention adopted and recommended a uniform system of text books.

The free text book system has been adopted for the schools of Manitowoc, Wis.

Tacoma, Wash. The following books were adopted for teachers' reading circle, 1907-8: Essentials of Teaching Reading, University Publishing Company, Lincoln, Neb.; Sabin's Common Sense Didactics, Rand, McNally & Co., Chicago, Ill.; Hodge Nature Study and Life, Ginn & Co., Boston, Mass.; Systematic Methodology, Smith's, Silver, Burdett & Co., New York.

The following were adopted for pupils' reading circle: Agriculture for Beginners, Ginn & Co., Boston, Mass.; Primer of Forestry, Part II, government publication; American Pioneers, Silver, Burdett & Co., New York; The Man Without a Country, Little, Brown & Co., Boston, Mass.; Self Help, American Book Company, New York.

State Supt. J. L. McBrien of Nebraska has given out a list of the various companies authorized to do business in Nebraska. These are: Silver, Burdett & Co.; D. C. Heath & Co.; D. Appleton & Co.; Ginn & Co.; G. & C. Merriam Company; Penn Publishing Com-

THREE IDEAL SERIES

The Jones Readers

Used in such representative cities as Chicago, Columbus, New York City, Providence, R. I., Worcester, Mass., Des Moines, Iowa, New Haven and Hartford, Conn.

The Smith Arithmetics

Used in such representative places as New York City, Philadelphia, Pittsburgh, Duluth, Minn., Des Moines (W. S.) and Dubuque, Iowa, Springfield and Worcester, Mass.

The Frye Geographies

Used exclusively in five states, in nearly all the large cities of the United States, in the best Normal schools all over the country, and in many Canadian cities. They are today the geographical standard for the English-speaking world.

GINN & COMPANY, Publishers

Boston	New York	Chicago	London
San Francisco	Atlanta	Dallas	Columbus

378-388 Wabash Avenue, Chicago.

pany; Scott, Foresman & Co.; Public School Publishing Company; George W. Jacobs & Co.; American Book Company; The Macmillan Company; Prang Educational Company; Maynard, Merrill & Co.; Rand, McNally & Co.; Crane & Co.; Union School Furnishing Company.

Oshkosh, Wis. On recommendation of the committee on text books the board of education has introduced Essential Studies in English, books I and II, in place of Reed's Introductory Language Work, Reed & Kellogg's Graded Lessons in Language and Reed & Kellogg's Higher Lessons in Language. Introduction to the Study of Science will replace the Williams' Chemistry now in use.

San Antonio, Tex. Colton's Elementary Physiology and Hygiene has replaced Hutchinson's Physiology in the high schools.

Prang's drawing system, books 1 to 7, are in successful use in the grades.

Louisville, Ky. In accordance with the state law drawing has been added to the high school curriculum.

A COMMENDABLE POLICY.

This is the policy announced by the Sadler-Rowe Company in its quarterly bulletin:

"The rule established by this company at its organization, that all customers should have the same price, receive the same consideration and treatment and be dealt with absolutely on the square, still stands. Our representatives are carefully selected men of integrity and character, who strictly observe our straightforward business methods. We sell our goods on their merits."

Would that every school book publisher carried out such a policy.

SUPPLIES AND EQUIPMENT.

(Continued from page 14.)

Milwaukee, Wis. Chemical laboratory apparatus for the North Division high school was purchased from the Bausch & Lomb Optical Co., at a cost of \$530.89.

The New York City board of education has placed its third order for portable schoolhouses with the American Portable House Company, Seattle, Wash. The present order calls for fifteen schoolhouses similar to those ordered about six months ago.

The board of education has awarded to the Trenton School Furniture Company a contract to furnish the schools of Rahway, N. J., with seven hundred desks for \$3,545.50, and also with three thousand square feet of slate blackboard at forty-five cents per square foot.

Oakland, Cal. The Fred Frick Clock Company has installed clock systems in two of the schools at a cost of \$550 and \$500.

Gary, Ind. Five schoolhouses have been purchased from the American Portable House Company. They are the only solution for the varying conditions of congestion which exist in this city.

Milwaukee, Wis. Eighteen Sheldon speed lathes at \$638, and eighteen rapid acting vises, end clamps, etc., at \$106.90, have been furnished by E. H. Sheldon & Co., Chicago, Ill.

The McIntosh Stereopticon Co. has just supplied the board of education of Syracuse, N. Y., with projection apparatus.

Both Washington, D. C., and the commissioner of public instruction of Porto Rico have recently adopted the "Holden System for Preserving Books."

The committee on school furnishings for the new State Normal school at Platteville, Wis., spent considerable time in Chicago last month to select furniture and fittings for the new building at Platteville. The order for school desks, teachers' desks, leather couches, chairs, etc., was placed with M. H. E. Beckley, Chicago, Ill.

"Red Book 410," issued by Orr & Lockett of

Chicago, is a complete catalogue of manual training benches and tools. Every article listed is not only clearly shown by an illustration, but necessary information as to material of manufacture, cost and methods of use, are given.

Anyone interested in wood, metal or leather work, domestic science, pottery, etc., may obtain a copy of "Red Book 410" by simply writing Orr & Lockett Company.

Miss Lizzie E. Wooster, author of the Wooster Primer and Wooster Arithmetic, won her suit against Crane & Co. in Chancery court in New Jersey. The court rescinded the contracts which existed between Miss Wooster and Crane & Co., returning both arithmetic and primer and other books, which this firm has been publishing since 1890. Crane & Co. must account before master in chancery for all moneys received from the sale of these books.

THE AMERICAN TRAVELING PICTURE EXHIBIT.

The accompanying illustration will give the reader some idea of the American Traveling Picture Exhibit, now in preparation by Mr. A. H.



American Traveling Picture Exhibit. Arranged by Mr. A. H. Porter

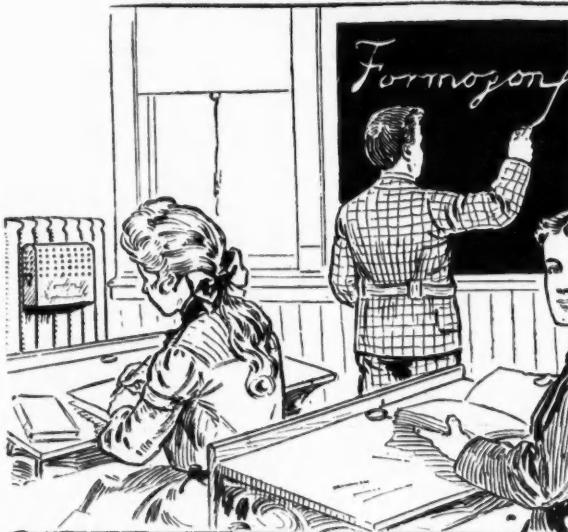
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INDOOR HUMIDITY

The tension of a school room full of fidgety, nervous children can be instantly and greatly reduced by the introduction of vapor into the room."—Editorial, Chicago Tribune.



The equipment of school rooms with The Geetzy Indoor Air Moistener will provide the necessary moisture to overcome all nervousness. And—with the use of Formozone—it will secure protection to the health of the children by destroying all disease germs and contagion in the air of the school room.

Complete information on this vital subject may be obtained from

FORMOZONE HYGIENIC MANUFACTURING CO.

211 E. Madison St. - CHICAGO, ILL.

Write for Illustrated Book on Health.

Porter of the American Crayon Company. The portion of the exhibit illustrated was first shown with great success at the convention of the Catholic Educational Association, held in Milwaukee during the month of July. All of the pictures are the work of student artists and pupils of public and private schools and have been produced with materials manufactured by the firm.

The idea of the exhibit is to allow schools a loan of the pictures for several days. This can be arranged very easily with Mr. Porter and entails only the cost of transportation from and to Chicago. After the exhibit is received by a school it is placed in an appropriate room where the pupils may study the pictures, adding thought and information on the execution of crayon work.

Another exhibit, to be called the Picture Exchange Bureau, is being prepared by Mr. Porter upon a unique plan. Schools and pupils are invited to contribute pictures with the understanding that an even exchange is to result. Any school can in this manner contribute, say, one hundred pictures and draw from twenty or more schools, obtaining a great variety in theme and execution. In this manner the pupils have an opportunity of studying the work done in other schools. Mr. Porter will be pleased to send complete details of these exhibits to anyone who may be interested. Inquiries may be addressed to 228 Wabash Ave., Chicago, Ill.

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Schools for Delicate Children.

In Germany the plan of establishing schools in the center of forests for children whose physical condition requires special care has been tried of recent years. Dr. Grau has given in the Centralblatt fur Gesundheitspflege an account of the results obtained at one of these establishments, at Gladbach, run on lines similar to those of the Charlottenburg school at the gates of Berlin.

The pupils, numbering 118, were for the most part scrofulous or anaemic. No tuberculosis patients were admitted. The daily instruction lasted two hours and three-quarters and was in three parts, with intervals of rest. The subjects to which the greatest amount of attention was given were natural history and gymnastics.

The children were made to lie down from 1 to 3 p.m. Most of them enjoyed refreshing sleep during this period. Their hygienic education was carried on with special care. There was a medical inspection every day.

The sanitary results of the first season's working, in the summer of last year, were most satisfactory. There was an increase of weight in all the pupils after a stay of four months. This increase was on the average about 1,200 grammes. It coincided with an improvement in their general condition.

The cost of the new institution was paid partly by the pupils' parents, partly by the town of Gladbach and partly by the German Association for Holiday Colonies. Other establishments of the same kind are being planned in various parts of Germany.

William E. Chancellor, superintendent of schools, Washington, D.C., and James H. Van Sickle, superintendent of schools, Baltimore, Md., lectured on school administrative subjects in summer schools, the former at Chicago University, the latter at Yale.

Detroit, Mich. The salary of W. C. Martindale, superintendent of schools, was raised from \$4,000 to \$8,000. The superintendent was also given a \$1,500 automobile.

Prof. J. N. Powers of West Point, Miss., has been appointed by the governor to fill out the unexpired term of State Supt. H. L. Whitfield, successor of the Industrial Institute and College. Mr.

Powers was formerly superintendent at Waynesboro. He was recently elected president of the State Teachers' Association.

A TRAVEL SYSTEM FOR SCHOOLS.

Geography may or may not be an interesting study, accordingly as it is presented and as the text used is supplemented. The supplementary geographic readers do much to arouse and hold the attention of the child, but nothing will so thoroughly vitalize the study of countries as the stereograph. It shows the countries and their people in tangible shape, just as they are, and it is a dull child, indeed, that is not eager to look at the pictures and who will not carry away something.

Messrs. Underwood & Underwood, of New York, in describing their stereograph travel system recently, said:

The plan of giving a tour through a country by means of stereographs was conceived and carried out by us first in connection with Egypt in the winter of 1895-96. This plan was followed during the same year with Palestine. These two tours, when taken through the stereoscope, proved a revelation; they carried people to the more important places in these countries and gave an intimate acquaintance with them that was comparable only to that given by actual journeys.

Our efforts were at once turned to the arranging of tours through other countries, cities and localities. The places or objects seen in the stereoscope are taken up in such an order that each is made far more useful and interesting because of the portions of the country seen just before or after it. With each tour the stereographed places are numbered and arranged in the same order in which a tourist might visit the actual scenes.

We now furnish guide books to a considerable number of the tours, as will be seen by referring to the list under "Underwood Stereoscopic Tours." We shall eventually have guide books to accompany the tours of all the more important countries or sections. One or more of our key maps, by which each scene is definitely located, goes with practically all the books. Each book is written by a well-known author, who is thoroughly conversant with the country or locality

"The Right Man in the Right Place"

If you believe this principle as important in the educational world as in business or technical work, you will want to know more of the methods of our Professional Department. We are prepared to supply experienced men for all kinds of educational positions. Our investigation of the ability and experience of every applicant is so thorough that bonds for him can be furnished if desired. This fact, together with our national organization and the concise, business-like manner in which records of candidates are submitted, makes our service appeal strongly to every progressive educator.

A single trial will convince you that our methods are superior to those of any teachers' agency. Write our nearest office to-day stating requirements of positions you have to offer and let us submit records of men well qualified for the places. Our lists include the most capable Superintendents, Principals, College Professors and Instructors, Department Teachers, Supervisors, Physical Directors and Specialists in every line at salaries ranging from \$600-\$5000 a year. Write us to-day.

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352 Endicott Bldg., St. Paul, Minn.
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(Other Offices in Other Cities.)

which the tour covers, and the writer of each assumes the role of a personal guide standing by the side of the traveler on the spot. The scenes comprising our different tours are carefully selected by persons of wide experience and liberal education.

Schools and public libraries are turning more and more to the stereoscope to put their students and readers in touch with the actual places of which they are studying. With the definite purpose of making up these educational tours, we have added many thousands of negatives from all parts of the world during the past ten years, and we have a group of expert operators constantly at work. Other interesting and instructive tours can be made up from our unequalled collection of stereographs as occasion demands.

Portland, Oregon, has just placed another order for \$2,000 worth of Politico Relief Maps with the Atlas School Supply Company of Chicago.



Used in all the public schools of New York for thirty-six years, and most all the Boards of Education in the principal cities. Send for illustrated catalogue, 40th edition, on Silicate wall, roll and revolving blackboards, slatted cloth, black diamond slating, book states, erasers, crayons, crayon holders, chalk, blackboard chalk, slate dividers, pointers, stone slate blackboards, etc. Manufactured only by the NEW YORK SILICATE MANUFACTURING CO., 23-24 Vesey St., New York.

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It is a scientific and carefully prepared preparation of the phosphates that provides the tonic and nerve food needed to improve the general health.

If your druggist can't supply you, send 25 cents to RUMFORD CHEMICAL WORKS, Providence, R. I., for sample bottle, postage paid.

Wholly Without Aid.

Tommy had taken a prize for an exceptionally well drawn map. After the examination the teacher, a little doubtful, asked the lad:

"Who helped you with this map, Tommy?"
"Nobody, ma'am."

"Come, now, tell me the truth. Didn't your brother help you?"

"No, ma'am; he did it all."

A Criterion.

"What is a synonym?" asked a teacher.

"Please, sir," said the lad, "it's a word you can use in place of another if you don't know how to spell the other one."

Physical Test.

Uncle John—Ah, Edmund, how do you like your new teacher? A live, energetic man, I believe, isn't he?

Edmund—You bet! Why, say, he jumps twice as high as the old teacher when we put a pin in his chair.

A Suggestion.

Teacher—Johnny, can't you find some remedy for your regular tardiness?

Pupil—Well, dey might move de school about a mile closer to my house.

Half and Half.

High School Teacher—Sometimes you appear really manly and sometimes you are quite effeminate. How do you account for it?

Student—It's hereditary, I suppose. One-half of my ancestors were males and the other half females.

Spelling Reformed.

There was once a student at Harvard who was an enthusiast in the matter of spelling reform. He requested that President Eliot make his degree "Ph. D." read "F. D.", as he spelled "philosophy" with an "f."

"Certainly," was the reply of the president. "In fact, if you insist, we can make it D. F."

Johnny Knew.

Teacher—Johnny, name me two of the largest sounds in the country.

Johnny—Thunder and dynamite.

SCHOOL Officials or Teachers who contemplate changes should see the new SCOTT-SOUTHWORTH LESSONS IN ENGLISH and the SOUTHWORTH-STONE ARITHMETICS. Both series have been more generally introduced in the Schools, within the same limited time, than any other like text-books published in this country.

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Heiliger Darwin!

Professor: Wir können also mit Berechtigung annehmen, daß unsere Vorfahren affenartig auf Bäumen lebten, allmählich jedoch herniedergestiegen, den aufrechten Gang annahmen und sich nach und nach zu den höchstehenden Geschöpfen dieser Erde entwickelten. — Müller, was sind also die Menschen?

Schüler: Herunter gekommene Äffchen!!!



UST two strips of cedar holding the lead between them, that is all apparently to a lead pencil, but before those cedar strips can be used they must be sorted, steamed, boiled and dried; then planed, grooved and shaped. The materials out of which the leads are made must be strained, ground and pressed, then reground, moulded and kiln dried. After the leads are put in the cedar strips they receive on an average, seven coats of varnish and then have to be stamped, tied, labeled and boxed. Every one of these steps has to be most carefully taken to maintain the high standard taken and maintained by the Dixon Company. The story of these steps is all told in a PENCIL GEOGRAPHY. Shall we mail you one?

JOSEPH DIXON CRUCIBLE COMPANY - Jersey City, N. J.

Frenzied Arithmetic.

Teacher—Now, Tommy, if your father had 20 dozen eggs in his store and found that 18 of them were bad, how much would he lose?

Tommy—Nothin'. I guess you don't know pa.

American.

Teacher—What is the future of "I love," Lulu?

Chicago Child—I divorce.

Excused.

A little boy in his night dress was on his knees, saying his prayers, and his little sister could not resist the temptation to tickle the soles of his feet. He stood it as long as he could, and then said: "Please, God, excuse me while I knock the stuffin' out of Nellie."

The New and the Old.

Sis does the baking now for us—
She's been to cooking school
And learned the latest fads and fuss,
So things are made by rule.
With cook book, scales and measuring cup
She makes a great parade,
And all the flour is measured up
While all the sugar's weighed.
Now, sometimes when she's started in
She hasn't quite enough
Of raisins, spice or gelatin,
Or some new patent stuff;
Then I must chase off to the store
As fast as I can go,
And fetch it very quickly or
The cake will all be dough.
She has a mixer for the bread,
A cooker run by steam,
A chafing dish, a thing to shred,
A beater that's a "dream."
We have for dinner consommes
And fricassees and bisques;
For supper, chips and mayonnaise.
For breakfast, puffs and whisks.
But now and then Sis goes away,
Or takes a little rest,
Then mother has her baking day—
That's when I eat the best.
Ma doesn't cook by recipe,
She stirs in this and that;
No matter what it's meant to be,
It always turns out pat.
When mother hasn't eggs or spice,
Why, something else will do
To make the pudding just as nice
And just as wholesome, too.
They're on the labor saving plan,
They do the work up soon—
Ma's one old battered mixing pan
And one old wooden spoon.

—Designer.

Bowled Out.

They were getting a kindergarten lesson. The teacher taught them very simple subjects. She touched a table. "What is this?"

"Wood."

"What is this?" she asked as she touched the fender.

"Iron."

"What is this?" indicating a bottle.

"Glass."

"What is this?" and she touched her watch chain.

"Brass," said one small boy, and she changed the subject.

Historical.

Teacher—Harry, can you tell me why Thomas Jefferson wrote the Declaration of Independence?

Harry—'Cause he couldn't afford to hire a stenographer, I s'pose.



Equal to the Occasion.

Indignant School Teacher—You've got to have a pull to get ahead.

Superintendent—Yes, and you've got to have a head to get a pull.

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DEXTER CHOSEN FOR PORTO RICO.

President Roosevelt has announced the appointment of Dr. Edwin G. Dexter, professor of education and director of the school of education at the University of Illinois, as commissioner of education for Porto Rico. This position is one of considerable honor and responsibility. Besides having general control of all the public schools on the island, the commissioner is a member of the insular cabinet, the governor's private council, and is also chancellor of the University of Porto Rico.

Professor Dexter graduated from Brown university and later took the doctorate of philosophy at Columbia university. He has been professor of education at the University of Illinois for seven years. He is an ex-president of the National Society for the Scientific Study of Education, was president of the Department of Child Study of the National Educational association and secretary of the educational section of the American Association for the Advancement of Science, of which association he is a fellow. He is an associate editor of the School Review, and also of the Journal of the International Society for School Hygiene published in Vienna. Besides more than fifty shorter papers and articles he has published two volumes, both from the Macmillan press, one a history of education in the United States, a work of nearly 700 pages.

CHICAGO'S NEW CHARTER.

The new charter passed by the last session of the Illinois state legislature for the city of Chicago contains educational provisions in advance of the old charter. Briefly summarized, the new instrument demands:

The board of education is to consist of fifteen members, appointed by the mayor with the approval of the city council and serving without compensation. The term of office is to be three years, five members being appointed every three years. Any member may be removed by the mayor for misconduct or neglect of duty. The board is to elect its president and vice-president annually. A majority of the board is to appoint a superintendent of education, a business manager, a secretary and such other officers as may be deemed necessary by the board. No officer of the board may be appointed for more than four years. The superintendent of education, business manager, attorney and auditor of the board are not to be subject to the civil service law. They are to be removable for cause by a majority of the board, after a hearing. All employees of the board are to be under the civil service law, except otherwise provided in the charter. Teachers are not for this purpose held to be employees. A lease of property or renewal of a lease may not be made for more than five years by the board without the concurrence of

the city council. Appointments, promotions and transfers of teachers are to be made only upon the recommendation of the superintendent of education, unless it be by a two-thirds vote of all the members of the board. Text books and educational apparatus are to be authorized in a similar manner. Text books may not be changed oftener than once in four years. The superintendent of education is to have a seat in the board of education, but no vote. A chief architect and a chief engineer are to be appointed by the board.

Children between the ages of 12 and 16 must attend school not less than 110 days in the year, unless excused for certain specified causes. Under certain conditions children may be employed between the ages of 14 and 16 for not more than five hours a day and five days a week. Every employer of children between the ages of 14 and 16 must report the conditions of employment in detail to the board of education. When the employer ceases to employ a child between these ages the fact must be reported to the board.

Corporal Punishment.

Frank J. Stahl, principal of the John Worthy school, Chicago:

"Spank them in the old and unimproved fashion, just as you would your son. When they do things that would bring down upon them the paternal hand if they were in your own family circle, let them feel the same punishment."

"Principals who resort to corporal punishment frequently in maintaining discipline are incompetent, in my opinion," said Superintendent Stahl; "but they should be permitted to make the child feel that there is something back of mere talk if he does not obey. The

child should not be permitted to stand up and say that the teacher dare not touch him.

"I think we are coming to the day when the school board will say to the principal and teacher, 'Go ahead and govern your school to the best of your judgment. If your judgment is bad you must suffer, but you must enforce discipline.'

Detroit, Mich. The bids of the American Seating Company have been accepted for desks and supplies.

The contract for the new Commercial College desks for the City of Milwaukee was given to M. H. E. Beckley, Chicago, his bid being the lowest.

**AUGUST IS THE CRITICAL MONTH—
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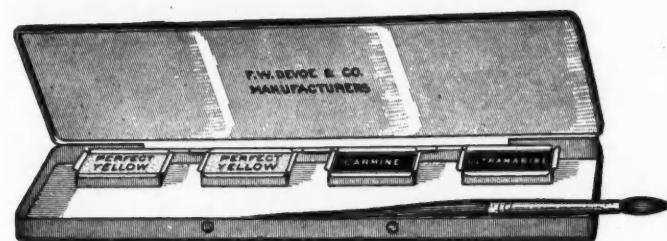
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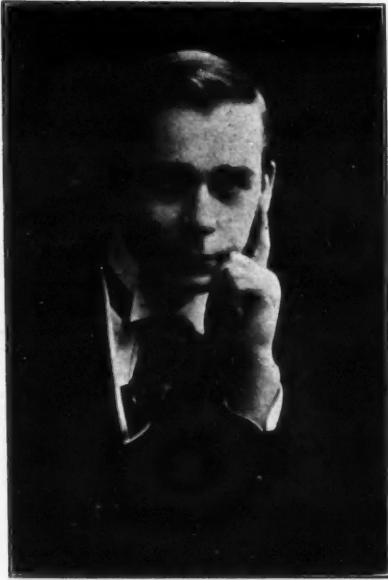
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ADVANCED GLOBE MANUFACTURERS.

Probably the greatest departure from the old style of globe stands is exemplified in the Mission Library Globe, manufactured by the Atlas School Supply Company of Chicago. This firm has the reputation of being right up-to-date in all the various lines of goods of their production.



CHESTER A. REHM.
Manager Globe Department, Atlas School Supply
Company, Chicago.

and their constantly increasing trade is the best evidence that the educational public appreciates their efforts.

The Mission Library Globe is made according to the true mission type and it conforms to the furnishings of the modern home. For the den or library a Mission Globe is not only very attractive and ornamental, but is indispensable for ready reference. The photograph of the den re-

produced here was taken in the home of Chester A. Rehm, manager of the Globe Manufacturing Department for the Atlas School Supply Company. Under his careful supervision their globes have been brought to such a high state of perfection that "Atlas" globes are now recognized as the standard in the best schools throughout the country.

When the Atlas School Supply Company began manufacturing globes some years ago they found the trade in their line of goods in a peculiar condition. A large percentage of the buyers of school globes seemed to be perfectly willing to buy certain globes year after year, taking for granted that the imprint of certain makers was all that was necessary to satisfy their every want. This peculiarity of human nature has enabled some manufacturers to sell goods that would look well in a museum of antiquities.

The officers of the Atlas School Supply Company were sure that there was a goodly portion of globe buyers in the country who could be convinced that accuracy and perfection of workmanship would be appreciated rather than the imprint of the manufacturers. With this in view they have worked unceasingly and the matter of expense has always been a secondary consideration to them. Their success has been beyond their most sanguine expectations and the number of people who think that because a globe is "very old" it must be very good is becoming less every day.

THE NEW N. E. A. OFFICERS.

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(Continued on Page 25)

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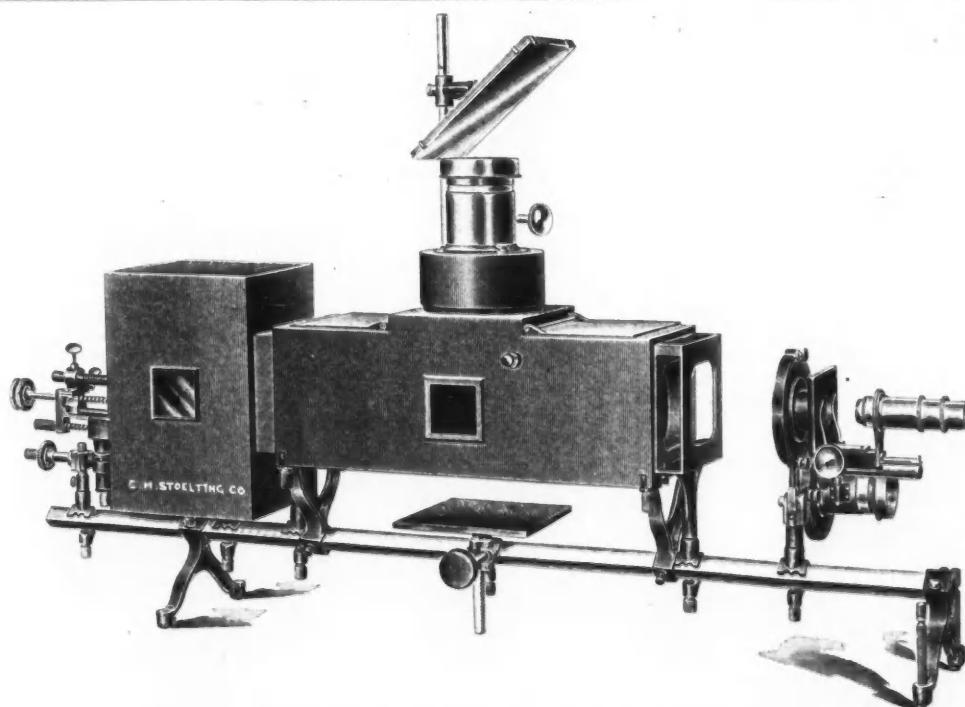
to physical apparatus and mineralogical specimens; and, most important of all, it must be able to efficiently project pictures, drawings and printed matter. Since material in several forms must frequently be used in a single lecture, it is essential that the projectoscope be so designed that no time will be lost in changing from one form of projection to another.

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**ALABAMA.**

Gadsden—Contract awarded for building, Webster University. Alabama City—School will be enlarged; \$4,000. Blountsville—Agricultural school will be erected. Decatur—Four schools will be erected; \$25,000.

ARKANSAS.

Jonesboro—Contract awarded for school. Washington—\$20,000 school will be erected. Van Buren—High school will be erected. Humphrey—\$10,000 school will be erected. Conway—State normal school will be erected.

CALIFORNIA.

El Casco—School will be erected. San Diego—Archt. Henry Lord Gay will prepare plans for University Heights school. Fresno—Plans accepted for kindergarten school. San Dimas—Archt. Ferdinand Davis, Pomona, has plans for 8-room school. Ontario—Archt. F. S. Allen, Pasadena, has plans for high school; \$40,000. Upland—Archt. F. S. Allen has plans for \$35,000 school. Claremont—Archt. F. S. Allen has plans for school; \$27,000.

COLORADO.

Colorado Springs—8-room school will be built.

CONNECTICUT.

West Hartford—Archt. R. F. Barker has plans for East school; \$10,000. New London—Bids will be received for school, Harbor dist. Berlin—Archt. Max J. Unkelbach is preparing plans for 2-story school. Ansonia—Archts. Brown & Von Beren, New Haven, have plans for 8-room school. Danbury—Contract let for 12-room school, St. Peter's R. C. C.

DELAWARE.

Cecilton—High school will be erected. Calvert—High school will be erected.

FLORIDA.

McIntosh—School will be erected.

GEORGIA.

Ocmulgee—Colored school will be built. Union—Colored school will be built. Macon—Three schools will be built for Bibb county. Hartwell—\$20,000 school will be erected.

IDAHO.

Athol—4-room school will be erected. Coeur D'Alene—Contract let for two schools. Heutter—School will be erected. McCammon—6-room school will be built.

ILLINOIS.

Duquoin—Archt. P. O. Moratz, Bloomington, has plans for school; \$8,000. Elkville—Archt. P. O. Moratz, Bloomington, has plans for school; \$6,000. Springfield—Archt. W. H. Conway has plans for Sacred Heart Academy; \$75,000. Champaign—Spencer & Temple have plans for 4-room school; \$13,000. Future City—Bids will be received for school. Stillman Valley—Contract let for school. East Peoria—School will be built for German Lutheran congregation. Lexington—High school will be built. Westville—8-room school will be built. Lyndon—Contract let for school. Chicago—8-story college will be erected. Washington and Franklin streets; \$125,000. Decatur—1-story school will be erected. Fox Lake—\$6,000 school will be erected. Freeport—New school will be erected. Sheldon's Grove—Contract let for school. Moline—2-story school will be built. Cazenovia—School will be erected.

INDIANA.

Indianapolis—Vonnegut & Bohn have plans for school, Herron Art Institute; \$10,000. Greenburg—Bids will be received for school. Dayton—J. F. Alexander & Son, Lafayette,

have plans to remodel school; \$10,000. Forest—J. T. Johnson & Co., Indianapolis, have plans for school; \$30,000. Marco—Proposals will be received for 2-story school. Indianapolis—Proposals will be received for school, Palmer and Quill streets. Catlin—2-room school will be erected; \$3,000. De Soto—Archts. Mahurin & Mahurin, Fort Wayne, have plans for school. Middleburg—Contract awarded for high school. Clifton—Archt. Kaufman, Richmond, has plans for school. Economy—School will be erected; \$15,000. Coatesville—Bids will be received for school. Peru—Archt. H. P. Fiske has plans for 1-story school. Evansville—Bids will be received for school. Washington—Bids will be received for two schools. Terre Haute—Plans are being prepared for school, Seventh and Swan streets. Royal Center—School will be built. Disco—Archt. Hiram Elder has plans for school.

IOWA.

Kendallville—Bids will be received for school. Long Grove—Contract awarded for school. Danbury—Bids will be received for school. Seymour—Contract let for school. Waverly—Bids will be received for school. West Liberty—\$7,000 school will be built to replace eight district schools. Fort Dodge—High school will be erected. Nodanay—School will be built; \$5,000.

KANSAS.

Norwich—Archts. George P. Washburn & Son, Ottawa, have plans for 2-story school. Dearing—Archts. Henderson & Lundberg, Coffeyville, have plans for school; \$5,500. Chapman—Archt. L. M. Wood, Topeka, has plans for county high school. Concordia—Contract awarded for parochial school. Kansas City—Veterinary college will be built; \$12,000. Belleville—Contract let for high school. Leavenworth—Archt. William P. Feth has plans for school. Emmett—Bids opened for school. Argentine—High school will be erected; \$25,000. Gypsum—2-story addition will be built.

KENTUCKY.

Beaver Dam—Archt. J. P. Curtin, Owensboro, has plans for school; \$7,000. Louisville—Addition will be built for girls' high school; \$60,000. Lexington—Bids received for laboratory, Kentucky State College. Jeffersonville—School will be built.

MAINE.

East Millinocket—Contract let for school. Milo Junction—Bids opened for school.

MARYLAND.

Cumberland—Archt. Geo. F. Samsbury has plans for high school; \$25,000. Loch Raval—Contract let for buildings, Maryland School for Boys; \$46,000.

MASSACHUSETTS.

New Bedford—16-room school will be erected. Haverhill—Archt. Damon has plans for high school. Salem—Archts. Kilham & Hopkins, Boston, have plans for high school; \$350,000. Boston—Addition will be erected for Mechanic Arts High school. Pittsfield—Archt. J. M. Vance has plans for school; \$30,000. Newburyport—Bids received for Bromfield school. Lynn—High school will be built. Fall River—Archts. L. H. Destrempis & Son have plans for 12-room school.

MICHIGAN.

Boyne City—Archt. Harry L. Hulbert has plans for 2-story school. Detroit—Malcomson, Higginsbotham & Clement have plans for addition to Bishop school; \$65,000. Plans are being prepared for addition to Detroit College. Flint—Archts. E. C. Van Leyen and E. A. Schilling, Detroit, have plans for school; \$50,000. Bay City—Archts. Clark & Munger have plans for 2-story school. Stambaugh—Archt. T. L. Gastra, Kenosha, Wis., will receive bids for school; \$11,000. Algonac—Archt. W. D. Butterfield, Detroit, has plans for addition to

school; \$6,000. Ontonagon—School

will be erected. Midland—Parochial school will be erected. Charlotte—

\$10,000 addition will be built for Hawthorne school. St. Clair Heights—

Addition will be built to school. Whitefish—School will be erected.

Detroit—Addition will be built to

Western high school. Ann Arbor—

Archts. Donaldson & Meier, Detroit,

let contract for building for University

of Michigan; \$75,000. Mohawk—

4-room school will be erected. Battle

Creek—Archts. Mills & Pruitt, Columbus, O., have plans for school; \$200,000. Bay City—Archts. Pratt &

Koepke have plans for school; \$16,000. Sturgis—Contract let for Howe

school; \$14,000. Negaunee—Archt. J.

D. Chubb has plans for high school

MINNESOTA.

Akeley—Proposals will be received

for school. St. Paul—Plans are being

prepared for four schools; \$300,000.

Carlton—Archt. Jas. R. Taggart, Min-

neapolis, has plans for school. Balto-

n—Archt. F. D. Orff, Minneapolis,

has plans for school; \$15,000. Echo-

Archts. Wm. Elliot & Son, St. Paul

have plans for school; \$10,000. Hoff-

man—Archts. Lindstrom & Almars,

Minneapolis, let contracts for school;

\$12,000. Bemidji—Bids will be re-

ceived for high school. North Branch

—\$28,000 school will be erected. Ber-

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LOCKE

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Duluth—High school will be erected. Springpark—Bids were received for school. Lawndale—Archt. Geo. Pass, Mankato, has plans for school; \$5,000. Aurora—4-room addition will be built. Mankato—Archt. Albert Schipper has plans for Commercial College; \$10,000. Rochester—Archt. W. H. Stevens, Winona, has plans for addition to high school. Oslo—Proposals will be received for school. Littlefork—Plans have been prepared for school. International Falls—School will be erected. Sebeka—Contract awarded for school.

MISSISSIPPI.

Gulfport—Bids will be received for four ward schools. Meridian—Contract was awarded for Highlands and Georgetown schools. Magnolia—Proposals will be received for high school.

MISSOURI.

St. Louis—Archt. Wm. B. Ittner has plans for 3-story manual training school; \$50,000. Columbia—Archts. Cope & Stewardson, St. Louis, have plans for agricultural building, Missouri State University; \$150,000. Bevier—Plans have been prepared for school; \$11,000. Paris—Archt. J. H. Felt, Kansas City, has plans for school; \$20,000. St. Louis—Archt. Wm. B. Ittner has plans for 3-story school, Walnut Park; \$100,000. Independence—Additions will be built for high school and Columbian school. Summit—Archt. A. S. Owen, Kansas City, let contract for high school; \$18,000. St. Joseph—Addition will be built to Krug school, St. Joseph and Park avenue. Lockwood—Archts. Reed and Heckenlively, Springfield, are preparing plans for 2-story school.

MONTANA.

Butte—Addition will be built to Emerson school. Knowlton—Bids will be received for school. Livingston—Archt. F. H. Palmer has plans for 4-room school. Bozeman—Proposals will be received for building, State College of Agriculture.

NEBRASKA.

Newman Grove—\$20,000 school will be erected. Merna—School will be erected; \$10,000. South Omaha—8-room school will be erected. Walthill—Archts. Eisentraut-Colby-Pottenger Co., Sioux City, Ia., have plans for 2-story school. Aurora—2-story school will be erected.

NEW HAMPSHIRE.

Claremont—School will be erected.

NEW JERSEY.

Rudeville—School will be erected. Stockholm—Addition will be built for school. Hopewell—Two additions will be built to high school. East Orange—Proposals will be received for Lincoln school. Swedesboro—School will be erected; \$30,000. Little Ferry—Bids will be received for school build-

ing. Florence—Contract let for \$20,000 school.

NEW YORK.

Brooklyn—Proposals will be received for fifteen portable schoolhouses. Utica—Proposals will be received for school. New York—Archts. Beatty & Son and Shiras Campbell let contract for 4-story building, Columbia grammar school; \$45,000. Rockville Center, L. I.—Archt. Paul J. Baumgart has plans for addition to Oceanside school; \$20,000. De Witt—Contract let for school, James street and Nicholes avenue. Fort Erie—School will be erected. Oswego—Bids were received for school, 2nd ward. New York—Bids will be received for school, Elm street and Orchard avenue; bids will be received for school on Avenue A. Brooklyn—Bids will be received for school No. 93, Herkimer street and New York avenue. Albany—Addition will be built for School for Deaf. New York—Archts. McKim, Mead & White have plans for 5-story academic building for Columbia University; \$550,000. Saugerties—Estimates will be received for 2-story building; \$70,000. New York—Archts. Boring & Tilton have contracts for 6-story school; \$200,000. Walden—Plans are being prepared for \$30,000 high school.

NORTH CAROLINA.

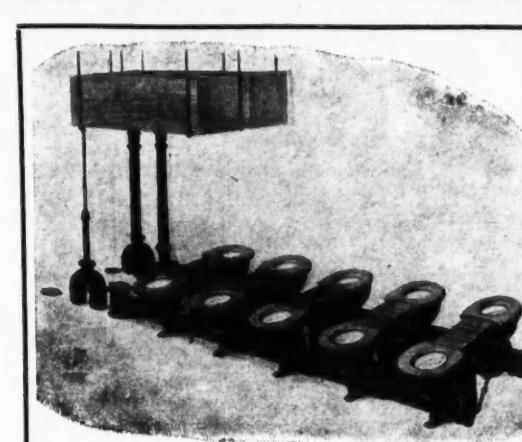
Walkerton—County high school will be erected. Rowland—Archts. McMillen & Cooper, Wilmington, have plans for \$10,000 school. Wadesboro—2-story school will be erected. Roxboro—Hook & Rogers, Charlotte, are preparing plans for \$20,000 school. Bayleaf—County high school will be erected.

NORTH DAKOTA.

Ashley—Bids will be received for school. Hardsfield—Bids will be received for 4-room school. Carson—Bids will be received for three schools. Ray—Bids will be received for 4-room school. Calvin—Bids will be received for 4-room school. Maxbass—Proposals will be received for 4-room school. Kenmare—Archts. Frost & Hosmer, Minot, have plans for school, Troyer Dist. No. 33; \$5,000. Sheldon—School will be erected. Leeds—School will be erected. Engoe—School will be erected. Mekinock—Bids will be received for 2-room school. Granville—School will be erected. New England—Seven schools will be erected. Tolley—Bids will be received for 4-room school.

OHIO.

Marietta—Proposals will be received for erection of school. Steubenville—Archt. R. J. Peterson has plans for addition to Garfield school; \$3,000. Cleveland—Archt. Wm. C. Jansen let contract for 2-story parochial school; \$20,000. Somerset—Contract let for school, Dist. No. 6. Mt. Healthy—Bids will be received for school, Steele's Subdiv. Chester—Bids will be received for 4-room school. Upper Sandusky—Proposals will be received for school. Cleves—School will be erected. Olivegreen—Proposals will be received for school. Trotwood—Bids will be received for school. New Lexington—Bids will be received for school. Crown Point—School will be erected. Fremont—\$75,000 school will be erected for St. Joseph's Congreg. Miami—\$35,000 school will be built for Miami Chil-



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dren's Home. Urbana—Plans have for school; \$30,000. Lebanon—Contract has been let for \$20,000 addition. Franklin—2-story school will be erected. Nashville—Proposals will be received for school on Pearl St.

TEXAS.

Clarendon—Archts. Hubbell & Greene, Dallas, have plans for \$45,000 college building. Smithville—Proposals will be received for 2-story school. Nixon—School will be erected. Files—Plans are prepared for 2-story school. Dallas—Five schools will be erected. Center Point—School will be erected. Corpus Christi—2-story addition will be built for school.

OREGON.

Portland—Plans are prepared for school in Rose City Park.

PENNSYLVANIA.

Harrisburg—High school for boys will be erected. Wilkesbarre—Plans have been prepared for 3-story parochial school. Philadelphia—Contract was let for 3-story parochial school. Pittsburg—Archt. John T. Comes has plans for parochial school; \$70,000. Ligonier—Bids will be received for school. Duquesne—Archts. Lloyd Bros., Pittsburg, have plans for parochial school; \$35,000. Deemston—Bids will be received for 2-story school. Parsons—Archt. Howard B. Emery, Wilkesbarre, has plans for addition to high school; \$15,000. McKees Rock—Archts. Robinson & Winkler have plans for two 3-story buildings. Roebling—Plans are being prepared for school. Ramsay—School will be erected. De Haven—Bids will be received for two schools. New Wilmington—Archt. Thomas Hannah, Pittsburg, has plans for 3-story addition to Westminster College. Shenandoah—Addition will be built for Lloyd St. school. Pittston—Archts. Dershimer & Griffing have plans for 8-room addition to Vine St. school.

SOUTH DAKOTA.

Aberdeen—Bids were received for 4-room school. Rapid City—Bids will be received for laboratory. School of Mines. Revillo—Bids will be received for 4-room school. Heneford—Archt. Thor, Alban & Fisher, St. Paul, have plans for \$10,000 school. Harrisburg—Proposals will be received for 4-room school. Oacoma—Bids will be received for school.

TENNESSEE.

Alamo—2-story school will be erected. Nashville—Bids will be received for colored school; \$6,000. Fort Oglethorpe—Contract has been awarded for school.

WEST VIRGINIA.

Wheeling—Proposals will be received for school. Elkins—Contract let for two schools. Chester—Contract let for 4-room school. Caldwell's Run—6-room school will be erected. Huntersville—Bids will be received for school. Martinsburg—Archt. J. B. Stewart, Huntington, has plans for 12-room school.

WISCONSIN.

Kewaunee—Archt. Wm. E. Reynolds, Green Bay, has plans for 2-story school. Green Bay—Archt. Geo. H. Helmle, Springfield, Ill., has plans for addition; \$25,000. Seymour—Archt. W. W. De Long, Appleton, has plans for school. Eau Claire—Contract awarded for 2-story school; \$20,000. Oshkosh—Contract was let for school; \$17,000. Janesville—Archts. Chandler & Park, Racine, have plans for addition to high school; \$20,000. Arcadia—Archts. Shick & Roth, La Crosse, are preparing plans for high school. Ettrick—School will be erected. Quarry—Bids were received for school. River Falls—Addition will be built to state normal school. Galesville—\$25,000 school will be erected.

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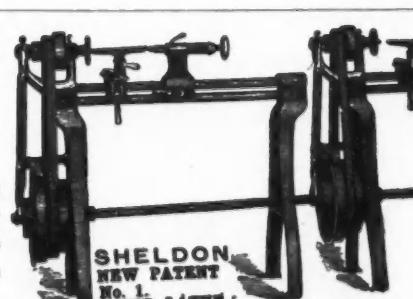


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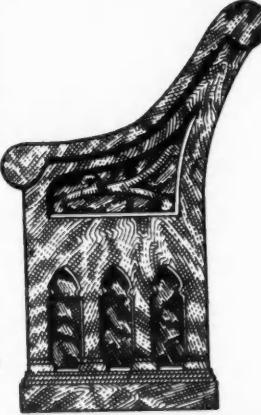


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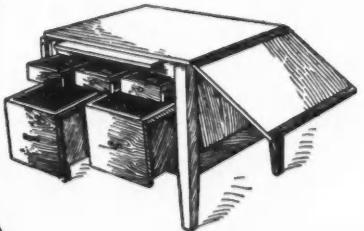
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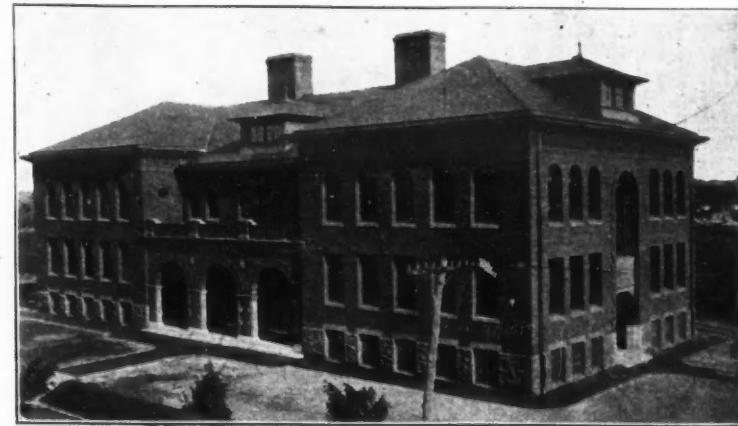
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